

CTA *Journal*





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Teacher's Name _____	Spouse's Name _____	
School Name _____	School City _____	School Phone _____
Present Mailing Address _____	City _____	County _____
Location of Property To Be Insured (if same as Mailing Address, write "same") _____		Home Phone _____
Building Construction: Roof: (wood) <input type="checkbox"/> Shingle <input type="checkbox"/> Comp-osition <input type="checkbox"/> Other (describe) _____	Walls: (wood) <input type="checkbox"/> Frame <input type="checkbox"/> Brick <input type="checkbox"/> Other (describe) _____	
If all persons permanently residing in your household are non-smokers, please check here <input type="checkbox"/>	Insurance now carried in California Casualty Teachers Plan: None <input type="checkbox"/> Auto <input type="checkbox"/> Comprehensive <input type="checkbox"/>	Teacher's Professional <input type="checkbox"/>

HOME OWNERS (OR BUYERS) COMPLETE THIS SIDE

Date Present Dwelling Fire Policy Expires _____ Value of Building (Am't Ins. Desired) \$ _____

(If no policy, write "None")

Dwelling in city limits? Yes ☐ No ☐ Names of Main Cross Streets _____

If you are in a Special Fire District, please give its name _____

Ownership of Dwelling: Fully Owned ☐ Cal. Vet. ☐ G.I. ☐ FHA ☐ Other ☐

Name of Bank or other Mortgagee _____

TENANTS (RENTERS OR LESSEES) COMPLETE THIS SIDE

Date Present Personal Property (Contents) Policy Expires _____ Value of Personal Property (Amount of Insurance Desired) \$ _____

(If no policy, write "None")

I live in (check one): Private ☐ Apartment ☐ Other ☐

Number of Living Units In Building: 1 to 4 ☐ (If over 4, show number of units) _____

Does the building contain any Business Premises (stores, shops, etc.)? Yes ☐ No ☐

ESSENTIAL

HQ-125

CHRISTMAS COVER—

CHRISTMAS is for children, as our cover this month so clearly illustrates. This Harold M. Lambert photograph conveys the finest meanings of the Christ's birth—but we'll venture the guess that behind that angelic face lurks an impish wish to take a peek in those nicely wrapped packages.

CALENDAR of coming events

DECEMBER

- 6- 7—CTA STATE COUNCIL MEETING; Los Angeles.
- 7—CESAA, Central Coast Section meeting; Salinas.
- 7—CAHPER Bay District; annual conference; Richmond.
- 27-30—NEA, National Science Teachers Assn.; annual winter meeting with the American Assn. for the Advancement of Science; Indianapolis.

JANUARY

- 2- 4—State Board of Education meeting; Los Angeles.
- 4—CTA Central Section, Department of Classroom Teachers; executive board meeting; Fresno.
- 8- 9—California Congress of Parents and Teachers; board meeting; San Francisco.
- 10—CTA Northern Section; local presidents meeting; Sacramento.
- 10—CTA Northern Section, Classroom Teachers Department; board meeting; Sacramento.
- 10—CTA Southern Section; executive board meeting; Los Angeles.
- 10—CTA Bay Section, Classroom Teachers Department; executive board meeting; Sacramento.

This issue 109,100 copies.

CTA Journal is the official publication of the California Teachers Association. It is published the first of each month except June, July, and August by the California Teachers Association, 693 Sutter St., San Francisco 2, California.

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Membership dues are \$12 a year, including subscription to the CTA Journal, to be increased to \$22 a year, effective January 1, 1958. Other subscriptions \$2 per year, foreign subscriptions \$3 per year.

Entered as second-class matter at San Francisco postoffice January 23, 1906, under Act of Congress of March 3, 1879.

Advertising: Represented nationally by State Teachers Magazines, Inc., 307 No. Michigan Ave., Chicago 1. Western office: Ralph Barker Associates, 600 So. New Hampshire Ave., Los Angeles 5. Direct advertising may be addressed to the office of publication. Rate cards will be furnished on request.

Manuscripts, photographs, and drawings on educational subjects are invited but the publisher assumes no responsibility for return or compensation. Opinions of writers do not necessarily reflect the views of the California Teachers Association. Correspondence should be addressed to the editor.

Change of address, stating both old and new addresses, should reach CTA Membership Department, 693 Sutter Street, San Francisco 2, at least a month before normal delivery date.

CTA Journal, December 1957

CTA Journal

Volume 53, Number 9

December 1957

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FROM THE FIELD

... statewide professional news

• **PRESIDENT EISENHOWER**, in his second address to the nation on space-age defense, stressed the need for strengthening scientific education. He urged his listeners—during American Education Week—"to scrutinize your school's curriculum and standards to see whether they meet the stern demands of the era we are entering."

• **NATHAN PUSEY**, president of Harvard University, speaking at an alumni banquet in San Francisco November 13, pointed out that only 7/10ths of one percent of the country's earning power goes to support higher education. An average U.S. college teacher gets only \$5,400 a year; top Soviet professors get \$35,000 to \$50,000 a year.

• **HUBERT H. SEMANS** is the new assistant chief of the Division of State Colleges and Teacher Education, State Department of Education, promoted from the position of Specialist in Higher Education in which he has served for five years. He will coordinate division staff services on the 12 campuses (49,000 students) of the state college system.

• **IRA C. LANDIS**, 74, superintendent of Riverside city schools for 23 years, died November 4. He had served 48 years as teacher and administrator, 41 in Riverside county. He had been an active leader in CTA State Council and had served as president of CASA.

• Marking the centennial observance of adult education in California, **DR. E. D. GOLDMAN**, assistant superintendent in charge of adult education in San Francisco unified school district and president of CAAEA, received word that he had been elected vice-president and president-elect of National Association of Public School Adult Educators. Currently 955,175 adults are enrolled in high school and junior college programs in California.

• **MALCOLM P. MURPHY**, 56, retired principal of Sacramento high school, died October 21. He had served as president of CTA Northern Section 1941-46, member of the State Council of Education, and California NEA director. He retired in 1953 because of ill health.

• A 16-point teacher recruitment program was recently approved by the State Board of Education. Substantial progress was noted in promoting youth work, providing scholarships, use of qualified teachers, placing education in curriculum, research, public relations, and teacher placement. The Board endorsed plans for future development of recruitment under direction of Carl A. Larson and Blair E. Hurd.

• Northern Section CTA office has been moved from the executive secretary's home to 3366 Fulton Avenue, Sacramento 21. The former phone number has been retained and a new number has been added: IVanhoe 9-3819.

• An official report from the national office of the American Federation of Teachers lists membership in California at 2,413 in May. AFT claimed a national membership of 50,217, a decrease of 318 members in one year. California (CFT) claimed a one-year increase of 506.

• New and renewal memberships in CTA for 1958, delayed somewhat by new procedures for payroll deduction early this fall, are now reaching the state office at about the same rate as a year ago. A total of 16,576 memberships for 1958 had been received by November 15, only slightly behind the figure for the same date in 1956. Total CTA membership reached 92,325, the peak for 1957. Advance payment of CSTA dues for 1958 stood at 935 on October 31; 1957 total was 3,955.

• Audio Visual Education Association of California will hold its annual conference at Asilomar January 31 to February 2. Dr. Stephen M. Corey, dean and professor of education at Teachers College, Columbia University, will be the featured speaker. Roy Barron will preside.

• A record 3,800 teachers visited 250 San Francisco firms during the seventh annual Business-Education Day October 25.

• The seven junior colleges of Los Angeles city have a current enrollment of 53,453 (34,959 of whom are extended day students), an increase of more than 9,000 in two years.

• **Johns H. Harrington**, dean of educational services, and **Dr. Ted Gordon**, dean of admissions and records at Los Angeles City College, are scheduled to be transferred to the offices of LA Board of Education. Harrington will be editor of school publications and Gordon will be supervisor of community youth services. Both men are well known as *Journal* contributors.

• Teacher association committees attended more than 50 field conferences sponsored by chartered chapters this fall. More than 2300 chapter leaders attended CTA Section leadership conferences.

• Fifty Shell merit fellowships, each worth about \$1200, will make it possible for secondary teachers of chemistry, physics, and mathematics to attend Stanford summer session next June 23 to August 17 without cost. Six Californians won awards this year. Details from Dr. Paul Hurd, School of Education, Stanford University.

• California Advisory Council of Educational Research, sponsored by CTA, held its ninth annual state conference at Mar Monte Hotel, Santa Barbara, November 15-16, with 139 attending. Upgrading and coordinating statewide professional research, the Council studies design of research and methods of interpreting for effective results. Dr. Lee J. Cronbach, University of Illinois, specialist in methodology, was among guest consultants. Dr. Kenneth R. Brown is chairman.

• In order to assure a membership privilege, CTA members are urged to provide CTA membership number when filling out insurance renewal on California Casualty application forms. Blanks provided on covers of *CTA Journal* will NOT be honored when presented by non-members.

EDUCATION, U.S.A.

..... national professional news

- James B. Conant, former president of Harvard University and U.S. high commissioner for Germany, will keynote AASA regional convention to be held in San Francisco March 8. "Honor the Superintendency" will be theme of three-day conference.

- Sharply increasing need for scientific and other specialized personnel in the "sputnik" age will create major problems of the future, says *The Postwar Struggle to Provide Competent Teachers*, a 28-page study just released by NEA Research. Shortage of science teachers is largely due to competition of industry.

- Ninth annual National Science Fair will be held May 7-10, 1958 at the junior college in Flint, Michigan. At the fair held in Los Angeles this year 122 areas were represented with 231 finalists. Details of awards program from Science Clubs of America, 1719 N. Street NW, Washington 6, D.C.

- National Science Teachers Association, an NEA department, announces seventh annual program of Science Achievement Awards, providing 140 awards totalling \$10,000 for projects in any field of science or mathematics. Write NSTA, 1201 16th St. NW, Washington 6, D.C. for posters, literature, and entry blanks. Entries must be mailed before March 15.

- Of the 69,000 classrooms scheduled to be built in 1957-58, 45,000 alone will be required to meet this year's enrollment increases, while 20,000 more will replace schoolrooms now obsolete or destroyed by fire. These figures are advanced by November *Architectural Forum*, whose editors took sharp issue with charges of extravagance in schoolhouse construction appearing in September *Reader's Digest*. This year's \$2.8 billion construction program will be 25 percent of all state and local capital budgets—and high interest rates worry schoolmen.

- Where will money come from for needed schoolhouse construction? New York state reports nearly one-fourth of all school bond issues proposed during fiscal year were rejected by voters.

- There are more than 3,400 educational periodicals in the world, according to *America's Education Press*, annual directory of Educational Press Association.

- It costs \$1500 a year for an undergraduate student to attend college this year (if it's public; \$2000 if it's a private institution). The figure is up from \$747 and \$1023 respectively for 1939-40, according to a new US Office of Education publication, *Costs of Attending College*. Living costs are five-sixths of the total. Families provide 60 percent, student earnings 26 percent, scholarships 5 per-

cent, veterans' programs 4 percent, miscellaneous and gifts 5 percent.

- First installment of plans, experiments, and new practices have been released by US Office of Education to be used by colleges concerned with post-high school education. The Case Book project is sponsored by the President's Committee on Education Beyond the High School.

- NEA Research's study of 414 urban school districts show that salary schedules have risen six or seven percent over last year—but prices are up 5.7 percent since August 1955 and 3.6 percent since August 1956 (BLS index). Median maximum for master's degree holders is only 66 percent higher than median minimum for bachelor's degree holders.

- Anna L. Hyer, staff member since 1951, has been named executive secretary of Department of Audio-Visual Instruction (DAVI-NEA) and director of NEA Division of Audio-Visual Instructional Services.

- "A strong profession which enjoys public support is essential to successful teaching. This is where a conscientious professional organization comes in. Teachers are important people; they deserve the same prestige as other professional people and they need this prestige to do their jobs. Good teaching is a matter of making complex decisions about people. To make these decisions requires knowledge and experience, but to make these decisions *respected* requires confidence from the public." In these words Dr. James E. Russell, executive secretary of Educational Policies Commission (NEA-AASA), explains the theme of new 80-page EPC report, *Professional Organizations in American Education*. Order from NEA, \$1 each, discount for quantity.

- Most intensive talent hunt in the nation's history started October 22 with testing of 300,000 senior students in 14,000 high schools. Scholarship qualifying test is first hurdle in 1958 National Merit Scholarship program, with more than \$4 million at stake. Over 800 students will earn college educations from 70 business and industrial firms when Merit Scholars are announced next May.

- Nine privately-endowed colleges of California were among recipients of 345 Esso Education Foundation grants totaling \$1,332,760, announced October 24.

- History and government studies that do not include science are ignoring today's students, who talk about jet planes, watch television, take vaccine shots. What modern discoveries and inventions mean to social studies teachers is subject of 270-page *Science and the Social Studies*, yearbook published by National Council for Social Studies (NEA).

- Family obligation, maternity, moving, and marriage—all personal reasons unrelated to teaching—were listed in that order as reasons for leaving Los Angeles city schools in a study on teacher terminations made by Alpha Tau chapter of Delta Kappa Gamma. In fifth place was work load; pupil control came next. Similar results are shown in recent Baltimore study.

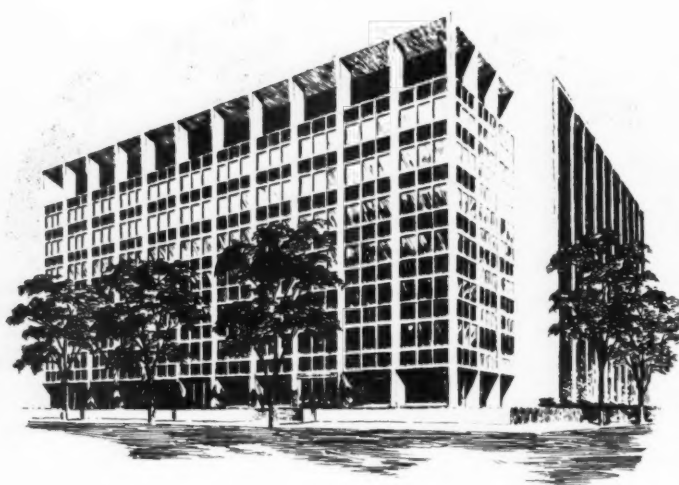
- Number of teachers holding no academic degree in Los Angeles city schools declined from 26.2 percent in 1946-7 to 9.2 percent in 1956-7. Most of those without a degree remaining in service are graduates of normal schools or teachers of vocational courses.

NEA

is working for you!

Now entering its second century of service to public education, the National Education Association has begun an expanded program of services for the teachers of America. Your local, state, and national professional organizations have jointly made great gains for children and youth—but there is much yet to accomplish. Increasing numbers of teachers must unite in the common effort.

MONEY AND TAXES—NEA swings into accelerated action in the fields of teacher welfare. Program includes addition of full-time consultant available to California teachers in matters of salaries; addition of two professional full-time staff members at NEA headquarters and five more part-time field workers to put steam and know-how behind legislative activity; speeded-up work on Congressional action for income-tax deductions for teachers' expenses incurred by summer school and other advanced professional studies.



EDUCATION CENTER for the U.S., headquarters of the NEA in the Nation's capitol, will be finished next year, thanks to your support of the NEA Building Fund.

NEA WEST COAST OFFICE



Arnold Wolpert, former CTA field representative assigned to southern California, is the newly-appointed NEA west coast representative. He is shown (right) at his desk in CTA building in San Francisco. Above is map showing area Wolpert will serve for the national organization.



ON THE JOB IN N. Y.—More top-flight TV and radio shows on education are due as NEA sets up a new permanent TV-Radio office in New York headed by Richard Krolik, recently of "Wide-Wide World" and "Today" and formerly head of TV activities for *Life Magazine*. He is liaison man between NEA and ABC, CBS and NBC.

IT'S A BIG ONE—NEA, NBC and the U. S. Office of Education team up on one of the biggest TV and radio non-commercial projects ever undertaken by a big network. It's a big six-weeks "Know Your Schools" series kicked off in mid-October in major cities including Los Angeles and San Francisco. Smash windup came during American Education Week last month.

IN THE MAGAZINES—NEA's cooperation with national magazine publishers through its joint NEA-MPA Committee, co-chaired by CTA Executive Secretary Arthur F. Corey, scored again November 15 when *Look Magazine* unveiled another one of its spectacular special reports, this one based on the story of a gifted child—who happens to be a citizen of California. *Look's* recent story "What Is A School?" published June 11, 1957, also centered on a California school.

You help yourself when you join NEA...

Now the second state in the Union, California stands in a position of unprecedented prominence nationally. For their own welfare, for the advancement of teaching towards true professional status, Californians should team up with fellow members of the profession across the country by joining National Education Association.



Arthur F. Corey
CTA Executive Secretary

Sputnik and American Education

The American people are shocked and angry. The forced acceptance of recent Russian achievements has been a traumatic experience to many of us. Our complacency has been shattered and our pride has been sorely wounded. Only dogged and willful determination to face facts and think straight will avoid hysteria and its inherent peril. We shudder to think that a culture whose values and ideology we hate and fear has been able to produce such competence.

There is actually no reason to be shocked or even surprised. We have known for years that Russia intended, if possible, to win her objectives in classrooms instead of on battlefields. Prominent American educators have repeatedly warned us that Russia was spending whatever was necessary to make education serve her purposes. These warnings have, in the past, been ignored or ridiculed. Sputnik cannot be laughed off.

Our enemies in the war for men's minds have achieved spectacular success in building an ominous educational system to perpetuate and perfect their authoritarian social and economic system. To permit them to outstrip us is to abdicate our faith and to accept defeat as inevitable.

American public education has not failed. It has simply not been permitted fully to succeed. A recent authoritative publication on Education in the U.S.S.R. has just been released by the U.S. Office of Education. This document spells out one all-important fact,—the Russian educational system is succeeding because the Soviet has been willing to pay the price.

The pupil-teacher ratio in Russian schools is 17 to 1 as compared to 27 to 1 in the United States. There is naturally no teacher shortage in Russia nor is there any indication that capable young people have had to be forced into teaching. Social and economic status has been accorded the profession. Industry was not permitted to raid the school. Schools and colleges

and brilliant young minds are not wasted. The gifted are not only permitted to go to college, they are paid to do so.

It is a peculiar and pathetic paradox that a society whose masters despise the individual as merely a tool of the state seems, in many ways, wiser in its educational policies than are we who passionately profess our faith in the sanctity of the individual and the duty of the state to offer him every opportunity for development and fulfillment.

It would be a critical error to assume that the issue is merely that of competence in science and mathematics. Merely strengthening technical education would be a crash program which ignores the future. Although it is evident that a large number of Russian youth are majoring in the physical sciences, it is also clear that this is not done at the expense of other important aspects of the educational program. The special treatment of the gifted in all fields, the comprehensive school health program, great emphasis on art and music, and special preparation for civil service are other aspects of the Russian program which are admittedly challenging.

The only answer to Sputnik is a broad, high-quality program of education which develops all kinds of human talent. This cannot be done without some sacrifice. Americans have proven dramatically that they have the ability to pay the astronomical costs in money and life to win a war. They must realize that they may have to surrender a few of their luxuries to win the peace. A really adequate program of teacher education, higher salaries for teachers, smaller classes for children, and a stubborn insistence on quality is the hard but relatively simple prescription. Ten to twelve billion dollars of additional money spent annually on such a program can still win the war. Is this too much to pay for freedom?

A.F.C.



Person to Person

By J. Wilson McKenney
Editor of CTA Journal



ARE WE getting through? Is anybody listening? These questions, always lurking in the teacher's mind, are as applicable to his association membership as they are to his handling of a classroom lesson.

Faced with these related questions, the new CTA Advisory Panel on Evaluation of Program and Services met for the first time a few days ago. Not content with swapping personal opinions, the members of the panel asked themselves:

"How can we evaluate the California Teachers Association when we are not sure precisely what members are thinking?"

"How do we know that CTA is taking care of the needs of its members?"

"How do we know that the member understands and accepts the present program and services of the Association?"

Self-questioning brought the panel to the realization that failure of communication could slow down or stifle the central idea of the California Teachers Association. Proper evaluation—reaching the end for which it was created—would require the panel to employ the most effective means of two-way communication. It must have pipelines to members.

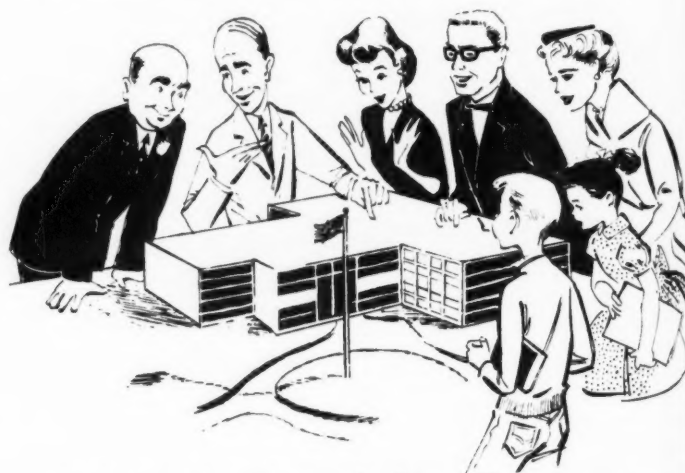
What is this central idea in CTA and why must it be understood? What mystery surrounds communication which cannot be solved by distributing information in printed form?

In California, the original idea of association of teachers to promote the common aims and purposes of public education was shaped 94 years ago, but one would hardly recognize it today. The idea survived and grew and in time California Teachers Association became fully matured, vigorous enough to withstand many trials.

Ideas must move in order to thrive. Effective communication is important to all of us. We must accept the personal responsibility of communication within the Association.

Teachers are the world's custodians of ideas. Knowing that ideas may not stand still, teachers are—or should be—masters of the arts of communication. They know all the tools and the tricks: the language and its rules and abuses, the spoken word, the picture, the printed book. They give birth to thought and they add the fuel of information until thoughts become ideas as Hegel defined them—the complete and final product of reason.

Ideas must move. Man's concern for the traveling habits of ideas created a new philosophy, a new science, a new industry—called communication. To communicate means to exchange thoughts (which are half-pint ideas) and if the thoughts move fast enough and long enough they often become full-grown ideas.



Fresh from the evaluation panel's questioning session, Executive Secretary Arthur Corey brought the problems of communication to leadership training sessions in the six Sections of CTA. In each of his speeches, he usually began by talking about prestige, one of the implied goals of the professional standards movement to which he has long been dedicated. He defined prestige, not as an illusion, but as distinction attaching itself to an individual or a group as a result of conviction, belief, and confidence. Prestige springs from success. Meredith wrote, "After Napoleon's first battles, prestige did half his work for him."

The doctor, the lawyer, the senator, even the novelist, has prestige earned by the group with which he identifies himself. Hence the teacher must earn prestige as a collective member of the teaching profession and he must work individually to maintain the standards and to profit from the influence of the collective profession.

Then Dr. Corey asked: "What does the individual teacher know about the elements which build prestige?"

What does he understand about professional standards? How can he hope to gain prestige—and the monetary rewards which become a by-product of rank in society—unless he embraces the central idea common to his profession?"

The same words coming from the mouth of a respected colleague carry understanding and conviction, providing the listener feels impelled to listen. The magazine prints information, which influences thinking. But communication must be an *interchange of thoughts*.

A reader receives information if he comprehends—but he does not complete the two-way flow of communication until he writes a letter to the editor. Since few readers do that, it must be assumed that *CTA Journal* is primarily a useful and effective medium of information, too often cast in the role of explainer and rationalizer of the *status quo*. The printed page tends to carry ideas down a broad one-way super highway, but the writer or the editor may never be sure that the ideas reach their intended destination in the mind of a reader.

Dr. Corey suggests person-to-person communication—individual participation—as the logical answer to the problem of CTA evaluation. Every CTA member should have an opportunity to ask questions and get answers about CTA. He should have a chance to voice his own thoughts and to hear those of his associates. He should know that his thoughts about program and services will be transmitted to the State Council of Education, there to find full expression in the voice of the profession.

We may not ignore the printed page, for it has tremendous respectability, prestige, and durability, depending on its credibility, its reliability, and its integrity. The same standards will apply to a speaker, but the measure of emotional response a speaker can command will be determined by the hearer's instant appraisal of his talents and his personality. The speaker's aim is to get response or action and he has a better chance of achieving his purpose because he employs the most effective means of two-way communication.

These questions, like those proposed by the evaluation panel, can be answered through *effective* communication. Effectiveness, Dr. Corey believes, may be measured in a descending scale with the spoken word at the top, pictures next, and printing last. Too often we expect pages of printed words to achieve the total ends of communication. *CTA Journal* publishes thousands of words in every issue on the Association's program and policy. But if interest has not been excited, if the reader feels no impelling *need*, the words may go unread and unheeded.

History records the birth of great ideas given life by face-to-face and person-to-person communication. The Great Teacher of Nazareth talked to a few people at a time. He wrote no books and he used no radio networks, although later scribes preserved his words on hand-written scrolls and disciples spread his story about the land. Socrates conversed with one or two youths as they strolled in the public square. The great religions and the great philosophies did not sweep around the world like Sputnik in its orbit; they spread slowly by word of mouth as men accepted ideas for which they had great need.

Churches are built around specific beliefs and doctrines. Political parties draw men of identical opinions and purposes. Unions organize for the interests of workers. Associations form for practitioners of the professions. Ideas mould individuals into groups with common objectives.

Each group, in order to survive, must communicate the idea which gave it being. If the idea is unsound the group will be short-lived. If the idea is immobilized the group will die equally fast. A telephone line remains functionally dead until a voice brings it to life. The idea, in whatever form it may take as time and circumstances change its shape, must move within the group if the group is to remain vital and alive.



A powerful speaker can sweep a mob into riot. A great orator can cause his audience to weep. We often hold vigorous opinions because we have been persuaded by the personality or character of a public figure. But that set of opinions may be altered or even rejected, not by what we read in the newspapers, but by our emotional reaction to opposing views as offered by a dynamic speaker on television. The writer and the publisher know that their work is most effective when they "personalize" their printed message through the integrity of the medium or the prestige of the author's name.

A master teacher, using television, talks and demonstrates for one person sitting before a single lighted screen. The teacher, in the most favorable conditions, closely simulates classroom communication, except that he cannot respond to the vacant stare or the unspoken question. Perfect communication can best be achieved by the tutor and the pupil sitting face to face.

Harold Kingsley told the story of Gigg-nu in the opening paragraphs of the widely used CTA handbook, "Free-ways to Friendships". Gigg-nu stood on a hilltop and shouted to fellow cliff-house dwellers how he slew an ichthyosaurus with a club. Thus he publicized his prowess, promoted his prestige, won the favor of his people, and got himself elected chief. He found a stone beside the trail and chiseled on it in picture words the story of his hunting feat. Thus he kept his greatness fresh before the eyes of his people and got himself re-elected chief until the day he died.

When Gigg-nu shouted his news, only those within the sound of his voice could hear. Today one person can talk to millions. People had to come to Gigg-nu's rock to see his picture story. Today's message, multiplied on paper, can be sent out as far as the publisher wishes to send it.



Gigg-nu discovered communication orally and graphically; he made communication pay off. Today men still use oral and graphic communication but they have made it vastly more complex. Modern man, adjusting himself to the babble of voices and the flow of ideas, has convinced himself he could not live without communication.

With the growth of language and its cleavage into many tongues, man discovered that he built his own barriers to understanding. He had to re-discover ways to make his meaning clear, to gain belief, acceptance, and approval. Some men became public relations specialists. Others became technicians with the tools of press, radio, and television. Still others—fortunately very few—wrote books on “mass communication”, seeking to adapt powerful media tools to the science of psychology.

Millions of Gigg-nus came and went before one of his progeny discovered moveable type and the printing press. With symbols impressed on paper, men could give new wings to ideas, make mass education possible. Instead of waiting for people to pass his picture-on-the-rock, he could send afar many-little-pictures-in-a-line which, in turn, had the power to create new pictures in the minds of the people who “read” them.

In 400 years, the printing press changed the world as has no other invention. But printing with photography, making the mind pictures more graphic than the symbols of words alone, became more and more useful. If a picture is more effective than a thousand words, modern man reasoned that he should give motion to pictures. So he invented movies. Then he made the movies talk and sing. He made radio, which turned out to be nothing but sound, and wedded it to movies to produce television.

Audio-visual specialists in education know the value of motion pictures combined with recordings. Sight, sound, and cipher might, indeed, supplant reading, writing, and arithmetic as the “three S’s” instead of the “three R’s” of basic education.

All these exciting tools of graphic arts and electronics helped men to transmit and perpetuate ideas and information. Publicists came to understand that, no matter how cleverly they used the media, men continued to create their own mind-pictures, shaped by unconscious forces. They generally agree that the most effective communication was demonstrated by Gigg-nu, who told his story to people who knew him and needed him.

If California Teachers Association is to remain vigorous and strong, its members must examine the implications of professional participation. They must get together in little groups—six or eight or a dozen at a time—to meet informally under the auspices of local CTA chartered chapters. They may initiate meetings, gather resources, summarize findings, transmit their ideas.



The CTA member who pays his dues has not yet discharged his obligation; he has bought a ticket of admission. The CTA idea must be *his* idea—because he has helped to fashion it. It must be his so passionately that he is able to move and persuade others with his dedication and his sincerity.

When every CTA member can listen and speak with conviction on the program and purposes of his professional association, he will have discovered, like Gigg-nu, the values and the rewards of two-way communication.

Child Care Centers Serve in Vital Role

By Sybil Richardson

Dr. Richardson, consultant in the division of research and guidance of Los Angeles county schools, presented the above statement to a March meeting of directors and supervisors of Child Care Centers in Los Angeles. Since then, AB 136, the Geddes-Kraft-Richards Child Care Center Act of 1957, was enacted into law effective July 1, 1957, providing continuance of the Centers without a terminal date and specifying eligibility for use. Support of the Centers, designed for children of pre-kindergarten and school age, is by direct appropriation of the Legislature and is not tied to school apportionments. However, the work conducted in California's Child Care Centers should be of direct interest to all teachers.

A PHYSICIAN may use new miracle drugs in his practice and continue to spank his children, or to dominate his wife without any feeling of conflict. An engineer may use the newest of forms and materials, yet continue to reflect the attitudes of his grandfather toward children without sensing inconsistency. But teachers who accept the concept that behavior is caused, or the principle of individual differences, must reorganize their feelings toward children and their standards of approval or disapproval. This is not easy and there is small wonder that numbers of schools have not yet fully faced the implications of new understandings regarding children.

Child care centers, however, are free from some of the traditions and restrictions which persist in elementary schools. They may, therefore, be able to offer experiences which fit many of children's unmet needs. Several principles of growth and development serve as criteria by which we may evaluate the effectiveness of child care centers, and their success in supplementing the efforts of the school and other community agencies.

We have evidence that there are several kinds of intelligence. Academic or verbal intelligence has, of course, long been recognized. Mechanical intelligence revealed in accurate perception of size and shape, a sure sense of timing, and skills in using a variety of tools and materials, however, has often been overlooked. Aesthetic abilities, social sensitivities and skills are two other aspects of intelligence in action which we are beginning to appreciate.

All of these are important in our society. Life today requires that all people develop a variety of abilities to cope with many different kinds of problems. Verbal and academic abilities, however, still receive major emphasis in many classrooms. Too many boys and girls face continued discouragement and unnecessary failure because the school does not discover and develop their unique abilities. Some inventive and talented children do not use their abilities at school because there are no opportunities or materials which call their abilities into play.

In observing the child care center activities and environment, it is important to ask "What opportunities are

being given children to display and develop mechanical, aesthetic, and social as well as academic or verbal intelligence?"

Some studies have revealed that children have many intense and satisfying interests which are not recognized or extended in school. Yet interests are powerful influences in motivating learning. Interests begun in childhood often influence later vocational choices, and continue throughout life as sources of deep personal satisfaction. What effort do child care teachers make to discover the interests and favorite activities of each child? How are these utilized in the daily child care program?

Certain social class backgrounds put many children at a continued disadvantage in school. Although recent knowledge about sociology has influenced many practices, most schools and teachers are still characteristically middle-class in standards and values. Even casual review of the illustrations and phrasing in commonly used primers reveals this bias. Children from lower class homes are handicapped not only in academic learnings, but in acceptance of their language and conduct. Many children are continually penalized for not showing language and behaviors which they have never had opportunities to learn.

Child care teachers might analyze the ways in which they signal to each child that he is fully accepted regardless of his background. In the centers, how can we help children make appropriate shifts in language without feeling they are disapproved? How do we interpret a child's behavior to others, helping him see the consequences to other children's feelings, and to take on gradually new and better ways of behaving?

Our schools are caught in a lock step of age groupings. This forces many children into a static role of biggest, smallest, or least competent. Natural neighborhood groups often include a range of ages and present some selection or choices to children. Interacting with children of different ages builds a sense of maturity as a child recognizes that others are younger, smaller or weaker. Children also need to have contacts with those who are

older, from whom they may learn patterns of mature behavior.

Do child care centers provide children relief from tight age grouping and permit small, more flexible groupings in which a child is sometimes the oldest and largest, sometimes the youngest and smallest?

Many children are not able to establish a feeling of belonging in school groups. Sometimes the standards of the school or the expectations of the teacher make it impossible for a child to become a part of the group. Even when the teacher tries to build an inclusive group feeling, the size of school groups is inhibiting to some children. A feeling of group belonging is essential to many effective learnings.

How do child care teachers give children many signs that they are wanted and belong; that they are missed, and that things are different when they are not there? The child care teacher who does this, makes an important contribution to children's adjustment, for the child who feels secure in one group, is better able to make his way in others.

Many children are starved for affection. Often these are the children who, because of poor achievement or behavior, are unable to earn affection at school. Often too, their harassed and overworked parents are not able to give affection freely. The child can learn to be more lovable only as he is assured of being loved. How can the child care teacher give children many tangible evidences of being liked affectionately?

Children place great value upon gifts as symbols of affection from adults. Jersild suggested that because of the psychological significance of affection in learning, schools might well give children small and unearned tokens periodically. Certainly, child care teachers can find many ways to express affection generously. The appreciation which the teacher shows a child's products by displaying and caring for them has a powerful influence upon children's attitudes.

Helping children to make things which can be useful at home, helps to reinforce his relations there. The emphasis placed upon birthdays, and other personal events, communicates affection to children.

The child's concept of himself has a powerful influence upon what and how well he learns. Many children develop a concept of self which is limiting and uncomfortable. Such a concept is built from reflected appraisals of adults, for many children are given consistent and periodic reminders that they are inadequate or unacceptable. Such traditional practices as marks and report cards often work against the teacher's efforts to give children a more constructive picture of themselves.

Child care centers can more easily place emphasis upon what children do well. By a broad program with varied activities children can be helped to build upon their strengths. In child care, doors can be opened for children so that they develop new competencies and rediscover themselves.

Today's urban children suffer from tremendous time and schedule pressures. There is little opportunity for the relief of dawdling, of being dreamy and reflective, of "taking the long way home." And yet, such periods are necessary to rebuild energy and to assimilate thoughtfully the many impacts of growing up in our world today. Some children have little opportunity to experience or to catch from adults a sense of joyousness. Delight in learning and zest in living are often overshadowed by the problems and worries of adults around them.

Child care centers need not be just stop gaps in children's lives. There are many opportunities to do positive and constructive things for children which many public schools are not yet able to do. Activities in child care can be planned which will strengthen and enrich children's lives, and thus make an inestimable contribution to the future.

what I'd like to know is ...

Discontinued Course

Q. Due to classroom shortages during a building program, a number of elective courses are being eliminated in our high school. I am a permanent teacher in the district. In addition to my special credential in art, I also hold general secondary and general elementary credentials, all valid. Could the discontinuance or contrac-

tion of the art program be used as a cause for discontinuing my services? This is a unified school district and there are other high schools where the program is not affected.

Ans. It is inconceivable that you could be released from the district merely because some courses are being discontinued in one high school. First, you have seniority rights, and probationary teachers or permanent

Professional questions from members answered by Harry A. Fosdick, secretary of CTA Personnel Standards Commission.

teachers with fewer years of service in the district would be cut first if any decrease in staff is mandated. This seniority applies to the total district staff, not just the teachers in the building where you serve now. Second, your possession of general credentials for both elementary and secondary would indicate that there must be other subjects or grade levels in which you're qualified to teach.

CORRECTIONS

Attention has been called to the need for qualification on two answers to questions printed on pages 48 and 50 of the September Journal. Under "Sick Leave," the answer does not apply to Los Angeles teachers, who are operating under a special provision of the law used in no other school system.

"Death Benefit" was the heading on another answer which may have been misleading. We have been informed that the teacher who resigned his position in June and was stricken with his final illness before he could accept another contract would be eligible for the special death benefit only if his earlier resignation was due to illness. The mere fact that he was still a member of the retirement system would not qualify him for this benefit.

Your seniority applies in those areas also.

Therefore, the only basis on which you might be released is that there is no teacher in the district junior to you in your present field, in any other secondary area in which you're qualified, or in any elementary grade level for which you are certificated. However, if the administration and board determine that the best interests of the district would be served by transferring you to an elementary assignment with equal pay, they have the authority to do so even though teachers junior to you are retained in the art departments of other high schools of the district.

Redeposit Funds

Q. *Was the proposed legislation designed to enable teachers who have withdrawn their contributions from the Teachers Retirement System to re-enter the System without redepositing these funds enacted at the 1957 session?*

Ans. Yes. This was a CTA-sponsored bill and is now a part of the retirement law. However, the teacher must have remained out of the System one year or longer before he can re-enter without redepositing the money. His contributions and benefits then are computed on the basis of his age upon re-entry into the System.

Right to Expel

Q. *I'm informed that the law gives a permanent teacher the right to expel a child for a period of two weeks without consulting the school administration. I would like to know precisely what the law states, what the CTA thinks of this law, if it is used frequently, and whether or not bypassing the administrative offices seems feasible in extreme cases. Has the CTA ever participated in a case supporting a teacher who used this legal procedure?*

Ans. Education Code Section 16072 states that "Teachers may suspend, for good cause, any pupil from the school, and shall report the suspension to the governing board of the school district for review. If the action is not sustained by them, the teacher may appeal to the county superintendent, whose decision is

final." Only the governing board has the authority to "expel."

So far as I can determine, this law has never been questioned or discussed by any CTA committee or the Council, at least during the past ten years. Consequently, I couldn't report "what the CTA thinks" about it.

You will note that this authority is not limited to permanent teachers. In fact, its most common usage is in small schools where there is no full time administrator. We have no authentic information on how often California teachers have exercised this authority, but none of us on the CTA staff have heard of any instance when teachers in schools or districts with full time administrators have suspended a pupil without the backing of administration. We do know of instances when principals have acted before consulting the district office, and in some districts principals are specifically authorized to do so.

As for the feasibility of independent action of this nature, the attitude and policies of the district would provide the best answer. While district policy cannot contradict the Education Code by removing this authority completely, it may set forth an accepted normal procedure by which a teacher may suspend a pupil from his class but leaves suspension from the school up to the principal. Only the governing board then could compel the teacher to take the child back in class unless it has delegated this authority previously to the superintendent.

Restricted Interviews

Q. *Is it considered ethical for a college or university placement office to tell its students they can obtain interviews only with school districts to which they are sent by the placement office? This has been done despite the fact that ours and many other districts follow a policy of interviewing any person desiring an interview.*

Ans. This specific issue has never been discussed, but it would appear ridiculous even if not unethical for a placement officer to misinform students. I would suggest that district officials contact the offending placement officer or other officials of the institution and call attention to the erroneous information or mistaken

impression being given students. I'd be greatly surprised if the desired correction is not made immediately.

Tax on Retirement Deposit

Q. *If a person takes his money out of the retirement system prior to retirement, would he be taxed on that money as if it were income?*

Ans. Since one already has paid income tax on the money he has contributed to the retirement system, he certainly would not be expected to pay another tax when it is returned to him.

Tax on State Contribution

Q. *Is the income we receive from the retirement system subject to full income tax or is it pro-rated so that we are taxed only on that money which we have not contributed, such as the interest and the State's contribution?*

Ans. It is the intent of the income tax procedures to tax only that part of the retirement income beyond the teacher's contribution and the exemptions provided in law. However, there is some confusion in individual cases and specific questions based on the facts of a given case should be addressed to the Teachers Retirement System. Some rulings still are being contested.

Duty-Free Lunch Period

Q. *In our district teachers often are required to eat lunch in a room full of students and then to serve on yard duty. On minimum days, most of which are for administratively called meetings, our half-hour noon period is spent entirely with our classes and we get no free time. Is this a violation of the law in not permitting teachers to have a free lunch period?*

Ans. The State Board of Education regulations state that the governing board shall allow each full-time teacher one duty-free lunch period each day of not less than half the regularly established noon hour nor less than 20 minutes. This does not apply to one-teacher schools. If this policy is not being followed in your district, the board is in violation of Section 26 of Title 5 of the California Administrative Code.

Salaries Up \$450 This Year

Preliminary estimates on California salary schedules show average classroom pay will be \$5700 or more; added state apportionment helps districts.

SALARIES for California teachers have increased more than \$400 this year, possibly as much as \$450.

Increases will average \$440 for elementary teachers and will come nearer to \$540 for secondary teachers.

These figures are tentative estimates, based on a postcard survey of CTA chartered chapters completed late last month. The survey is admittedly an effort to get a quick glimpse of 1957-58 salary trends, pending an analysis of a more detailed survey questionnaire and completion of the annual report of the State Department of Education's Bureau of Educational Research.

A precise report on 1957-58 medians and averages will not be available until late this month. But the postcard information permits a reasonably safe assumption that teacher pay has taken a sizeable upward jump.

Cards from elementary districts show an average salary increase approaching \$440. This is not a weighted average relating to the number of teachers involved, but is simply an average of reported increases. Combined districts produce a figure nearer \$470. Secondary district chapters estimate an average increase near \$540.

Increases indicated in this "guestimate" are, of course, not all net gain. A part of the increase must be accounted for by regular increment figures.

It would be good if we could identify *all* the increased salaries this year with increased state aid to school districts, in order to demonstrate the extent that salary gains reflect the Association's success in obtaining \$37,000,000 in additional state apportionments in the 1957 session of the legislature. However, this conclusion is not valid and

we must presume that part of the increase is caused by a higher level of local school district spending as well.

Among more than 225 districts represented in the postcard survey, a fairly large number have a higher local tax rate than last year, in fact 58 of them. Only 22 chapters reported a tax rate reduction of more than five cents as compared with last year. Among these were a number in which the change was probably not deliberate policy, but the outcome of unpredictable total assessed valuation.

No salary changes were reported in some districts. Reports from other districts indicate that a small fraction of the state aid increase went into salary improvement. It should be remembered that a number of districts in the last year or two had almost exhausted reserve funds in order to maintain existing salary schedules. Such districts would attempt to recover this loss as rapidly as possible. Also, many existing schedules were already costing a per-a.d.a. expenditure greater than the 65 percent requirement applied in the 1957 apportionment legislation.

We might guess that an increase of \$350 per teacher statewide was the direct result of the apportionment addition for which CTA legislative advocates worked diligently during the recent session. For a teaching staff of close to 100,000 in 1957-58, this would approximate \$35,000,000, or nearly the total of the state aid increase. There appears to be sufficient ground for concluding that teachers throughout the state should not assume increases in state aid went for expenditures other than staff salaries. This feeling will exist with some justification in scattered individual districts.

A study of changes in salary schedule minimums and maximums reveal interesting and satisfying trends. For one thing, it is clear that the change in the legal minimum salary for full-time regularly certificated service was a positive force in raising minimum salaries. A number of minimums would not have been raised to the \$4200 level without the new law. Another consequence of this legislation was some narrowing of the range of minimum salaries. Examination of changes in maximums indicates that many school boards seriously considered emphasizing maximum levels in salary schedules, rather than minimum starting salaries.

The summary table below indicates changes in the median of salary schedule minimums and top maximums by various grade levels and combinations.

DR. KENNETH R. BROWN, CTA director of research, is author of the article above and author of the postcard survey on which these estimates are based. The median salary for 1956-57 announced by his office a year ago was \$5,163 and the average was \$5,336. The average for 1957-58, which will be announced late in December, may reach as much as \$5,710. NEA Research, in an advance estimate for 1956-57 published in November 1956, gave averages for the ten top states as: New York \$5550, California \$5150, Michigan \$4900, Nevada \$4890, New Jersey \$4880, Delaware \$4750, Illinois \$4725, Maryland \$4700, New Mexico \$4650, Connecticut \$4650, U.S. average \$4220.

**MEDIAN MINIMUM AND MAXIMUM
SCHEDULED SALARIES—
1956-57 and 1957-58**

	Minimum	Maximum
Elementary K-8:132		
1957-58	\$4,306	\$6,750
1956-57	4,025	6,085
Gain	281	665
High School 9-12, 9-14:55		
1957-58	4,486	7,550
1956-57	4,142	6,850
Gain	344	700
Combined Districts K-12, K-14:64		
1957-58	4,364	7,657
1956-57	4,060	7,038
Gain	304	619
Junior Colleges 13-14:9		
1957-58	4,438	8,450
1956-57	4,217	7,850
Gain	221	600

The CTA Salary Policy Statement sets a goal of professional salary schedules with maximums not less than twice the beginning salary for regularly credentialed teachers with two years of graduate study. Rarely is this goal reached in 1957-58 schedules. But the Santa Monica unified district comes close to it with a schedule ranging from \$4,500 to \$9,260. Even in this instance the preparation requirement is the doctorate, some three years of graduate study beyond the A.B. degree.

The Los Angeles city district's range from \$4,500 to \$8,250 with the doctorate required at top level stretches toward the goal. San Francisco unified district, adopting precisely the same figures for kindergarten through twelfth grade, requires two years of graduate study to get to the top. In addition, the San Francisco City College provides one further classification which hit \$8,650. Beverly Hills unified district ranges from \$4,800 to \$9,000, with master's degree plus 45 units.

Sierra joint union high school district provides a schedule ranging from \$4,800 to \$9,750, wherein the preparation requirement for top salary is the A.B. degree plus 60 units of upper division or graduate study. This is paradise gained, but in a district with nearly \$250,000 of assessed valuation per pupil and an annual expenditure of almost \$1,200 for each student, paradise is indeed much easier to find.

A five-classification schedule ranging from \$4,500 to a little beyond \$9,000 will have a center fairly close to \$6,800 or \$6,900. With teachers well distributed around this center, the average salary will be close to this level.

Last year's over-all classroom average salary was approximately \$5,360. Add a \$450 gain for 1957-58, and we come to \$5,810. This new high is still \$1,000 short of the average salary schedule meeting our specifications. With 100,000 teachers, we need find only one hundred million dollars somewhere! The work of our CTA legislative and salary committees is not yet finished.

Do we ask

TOO MUCH

of our new teachers?

By Robert D. Crossan

A PSYCHOLOGIST in talking with new teachers in an in-service meeting a few years ago spent most of his time in trying to sell one thing to his listeners — more sleep. This plea stimulated considerable laughter, but the validity of his plea remains.

As administrators and as education professors we ask too much of new teachers. They are expected to put into practice the most recent educational theory, to accept difficult pupils that experienced teachers would find more than challenging, to

undertake extracurricular assignments (oftentimes more than their share, because they do not have permanent status and have not acquired the skills to avoid such tasks), to be active in community organizations and youth groups, and then to appear each day in the classroom as a picture of robust health, cheerfulness, and good humor.

The new teacher should think of educational theory as goals and objectives toward which he should strive each year. Too often the new teacher is confronted with two alternatives, either to abandon the theory he has been taught as unworkable and impossible of attainment or to attempt the impossible and become frustrated and burdened with guilt feelings because he is not measuring up to the standards set for him by the teacher-training institution.

Specifically, most of us will acknowledge that self-discipline is the kind of pupil discipline that we should encourage, but is it wise to insist that new teachers attempt to begin at that level? Is it not more practical to begin with controls imposed by the teacher as a means of providing security for both the class

and the beginning teacher? It is more than just a rewording of the trite statement: "It is easier to loosen the reins than it is to tighten them."

The young person just out of college is likely at first to confuse student self-discipline with chaos and disorder. As the class and he work together, they can move toward self-discipline, and the new teacher should not have to be burdened with guilt feelings if, for several months or even a year or two, the controls are imposed. The important thing is that the beginning teacher should recognize the kind of teacher he wishes to become and is moving in that direction as rapidly as his aptitude and experience permit.

The time required for class preparation by new teachers is tremendous. Many of us will recall working until midnight and during week-ends preparing for the next day's and next week's activities. Yet, in spite of this preparation load, it is a common situation in schools to give heavy extracurricular assignments to beginning teachers, because they will accept them without complaining. It is also common practice to expect new

(Continued to page 26)

Dr. Crossan is assistant professor of education at Long Beach State College. He has been teacher and administrator at all levels of education.

U.S.A. and U.S.S.R.: Mathematics and More

Russia's conquest of space shocks us with the knowledge that we are far behind. To win the race we shall need scientists and mathematicians — and a new look at the support of public education.

By Nathan Kravetz

SPUTNIKS streak through the sky as America surveys its unsuccessful rockets in doubt and confusion. Scientists blame the Pentagon while politicians run for cover, the armed services claim that nobody understands, and the average citizen, noting an apparent void of U. S. talent, looks askance at the schools.

Like it or not, we are in a contest with Russia. We find manifestations of rivalry in sports, in cultural achievements, and, of course, in military strength.

When we discover ourselves behind in the Olympics, we proclaim our amateur standing. When their ballerinas do *entrechats* while our girls are still in first position, we point to the early selection and the rigorous state control over even this art. And when their boys and girls are practicing checkmates while our youngsters watch the Mickey Mouse Club, we say who wants eggheads at home, anyhow.

When we discover that science is an international language spoken by the Russians, too, we look deeply and objectively at the implications. We can, in time, ask ourselves a few questions. But whatever we do, we must not beat dead horses or run to the nearest exit!

We all want to know: can we do a better job than the Russians? Is it our organization, our ability, or our culture that is weak? Of course, it is futile to hope that missiles provide the only serious competition we face. The arena of freedom is not limited to an orbit in space. But since freedom can be threatened by armed might, we must be aware of the means for maintaining our strength and our freedom.

In the current discussion, apart from the financial and priority aspects, some interest is evident in how the schools of our country may possibly be factors. What do the schools have to do with present or future success in such scientific developments as the ones now being evaluated?

In the field of mathematics, we are fortunately able to cite and compare the efforts and plans for education in the USA and the USSR. The UNESCO publication *Teaching of Mathematics in Secondary Schools*, reviews the efforts of many nations in a comparative study. By means of a survey of mathematics in the curricula, aims, syllabi, teaching methods, teacher training and supply, in each country, we are able to come to some conclusions about ourselves and the Russians.

Dr. Kravetz is Principal of Walgrove Ave. school in Los Angeles and is known to Journal readers as a writer of book reviews.

The box on the next page presents materials under each topic as reported by the US Office of Education and the Ministry of Education of the RSFSR (Russia).

Evidence on the teaching of mathematics yields a few possible conclusions. The first and most obvious would be simply that in Russia math is taught as compulsory for a longer time in each week and for more years than in the U.S. The second and equally significant conclusion is that there is no shortage of teachers to meet the Russians' needs while we lack an adequate supply of teachers. The third conclusion, and this possibly a very tentative one, is that Russian teachers of mathematics are better trained and prepared than ours.

As to aims, curricular status, methods, and so forth, we can equate all statements made, with perhaps a bit of a respectful nod to "Comrade Anonymous" of the Ministry of Education, RSFSR, for his eye on the propaganda value of some of his prose. Otherwise, the variations in language appear to add up to the same score.

Beyond the data just cited, there are certainly some assumptions that may be made about Soviet education. We would find, if we could look into the matter, that Russian students are not universally apt in mathematics, and that ability to learn is a variant thing. Students are, therefore, selected for the advanced courses in mathematics even in the secondary school and very probably earlier. We might assume further, that competition becomes strenuous as the subject becomes complex so that students are dropped, siphoned off into other fields, or, as we might put it, "counseled to seek other goals." The difference is that the other goals are rather less optional or open to choice than those offered our own secondary students.

It is not my purpose to review the system of Soviet education. Recent works by Counts, De Witt, and others delineate the program well. The point that is unsaid, but that needs to be made, is that selection of students is one of the keys to the teaching of mathematics as it would be in almost any other field. Within any system of universal education such as ours or the Russian, the diversification of abilities, interests, and aptitudes is sooner or later a factor in the results. More, this fact of individual differences becomes, in a "planned" society like that of the Soviets, a basis for its continued existence.

Knowing what we do of the teaching of mathematics, we may infer similar facts about education in general and become properly concerned. Our concern has become nationally evident. Yet, we seem to be taking few steps in any direction.

We hear of demands and requests for renewed study. Investigations are in order, and even the usual cries of

TEACHING OF MATHEMATICS IN SECONDARY SCHOOLS

USA

USSR

Place in Curriculum	General Math: 1st & 2nd year Algebra or Gen'l Math: 3rd year Plane geometry: 4th year Inter. algebra: 5th year Solid geometry and Plane trigonometry: 6th year	Arithmetic: 1st & 2nd year Algebra & geometry: 2nd to 6th years Trigonometry: 5th & 6th years
Compulsory:	Yes, in first 3 years	Yes, for all six years
Course	6 years. Ages 12/13 to 17/18	6 years—ages 11 to 17
Hours per week	5 periods: 45-55 minutes each	6 hours
Aims of instruction	Comprehension of math. con- cepts; ease of calculation; awareness of importance of math; power to express gen- eral ideas with symbols.	Elem. knowledge to solve practical problems; logical thinking and comprehension of space; general and poly- technical education; prepara- tion for work and higher studies.
Methods	No official instructions; sug- gestions from professional associations; exposition fol- lowed by discussion and di- rected work; trend towards induction. Correlated with physics, economics; practical work preceding formal expo- sition (especially for low ability pupils).	Official instructions; no given method is regarded as uni- versally valid; teaching sys- tematic and adapted to age of pupils; heuristic method and discussion in lower lev- els; formal exposition and practical work in upper years. Correlated with other subjects. Ample practical ap- plications and exercises.
Training of teachers	Bachelor's degree (4 years); a math major for specialists.	Higher diploma awarded by physics-math faculty (5 year course) or pedagogical insti- tute (4 years) including obli- gatory professional training.
Facilities for further training	Teacher exchanges, courses, workshops, scholarships, an- nual national conferences.	Teacher meetings in each school; regional pedagogical centres; annual conferences; guidance from experienced teachers; contacts with lead- ing mathematicians of coun- try; journals, other literature.
Teacher supply problems	Shortage, due to inadequate salaries, lack of prestige, length of training period.	No shortage; teacher train- ing organized on basis of estimated future needs.

"Who is to blame?" are sounded. The term "crash program" begins to take on a special meaning in regard to education. And certainly whatever we call it, any such program should be planned carefully, with due attention to *our* goals, *our* resources and *our* over-all procedures.

Can we not undertake to look fur-

ther into this matter of education in Russia, to see it at first hand, "guided" though we may be? If farmers, businessmen, and representatives of other groups in our country receive and accept invitations to tour the land of the Soviet, why not experts and specialists in education? Let's find out more and see how we

compete, where we can compete, and if we *want* to compete.

We do select students for mathematics or the sciences. But let's do more of it and not call our selection undemocratic. It's undemocratic when abilities and interests are wasted and frustrated instead of encouraged, used, and rewarded. Parenthetically, if we agree that our best talents are needed in math and science, why not in education, too?

We select already: we fill stadia each week by using selected, talented youth to give us entertainment. Let's really select, using all means for detection of present and potential intellectual talent.

By the same token, we reduce our resources drastically when we discriminate, segregate, or use "quotas" in education. When we deliberately refuse educational opportunity or development to individuals or groups on an irrational basis, we retard our progress and belie our principles. We need to provide to all students the teachers they need in an educational program which will foster their growth *and* our national welfare.

Let's do something about the shortage of teachers, in mathematics and in every other subject. We are doing it all the time in various fields: as we increase our engineering staffs, as we increase our supply of starlets, beauty contest entrants, and popular singers.

Let's admit that a high enough salary for teachers can produce status and community prestige sooner than testimonials, sentimental movies, or a National Teachers Day. Money spent on teachers and on the materials of teaching will produce results in training the scientific minds of tomorrow.

How about making it possible for our capable but impoverished students to go on? Awarding scholarships through industry is but a first step in subsidizing able students as their needs require.

We gain nothing for the present or future development of students by forcing them to jerk sodas, drive trucks, wash cars, or work on the road in order that they might remain in college.

Obviously, current sources of funds for scholarships, student aid, and endowments are inadequate. This too is a national problem which deserves

consideration as such, and on an equal basis with other natural resources, foreign aid, or national defense.

The time is ripe for the second session of the 85th Congress to make amends for the weak-kneed indifference of the first session. Congress can become the scene for the most important drama of our time. No spurious considerations of any kind should prevent Congress from enacting federal aid to education.

The need is not for a few random dribbles, but for billions. We can direct substantial sums toward "basic research," but this is only secondary and not really basic at all. Until federal fiscal policy assumes some responsibility for public education, we

are only making gestures and expressing after-thoughts. To support "basic research" and to neglect the schools from which it grows is like watering the leaves of a tree instead of feeding its roots.

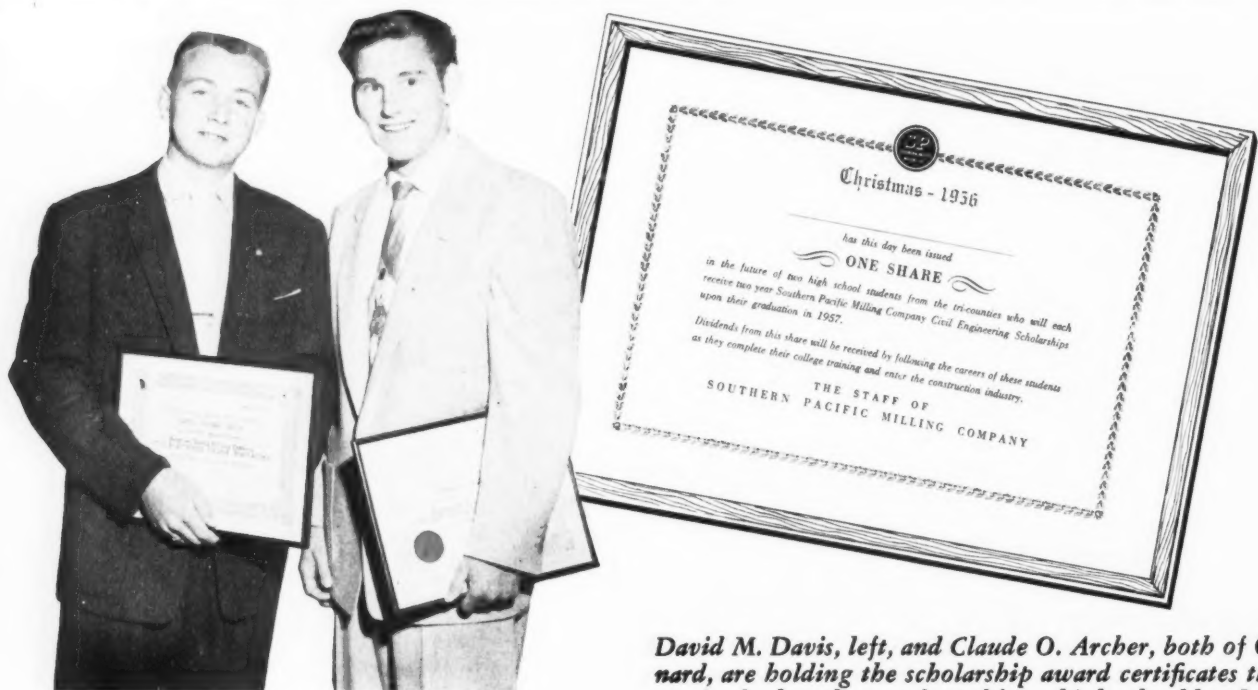
Five billions primed into public education with emphasis on science, math and communication skills would be an inexpensive down payment on the not-too-distant future. It would provide us with much more than a missiles program. It would be more than a way to keep up with the Russian Joneskis. It would be a step toward the fulfillment of our own high purposes as a democratic nation offering leadership to the world.

There is much that we must do and, Sputniks or no Sputniks, it's been a

long time delayed. One UNESCO report, the tales of returning travelers, and reports of conscience-stricken congressmen point up the need.

It is indeed important for us to watch the Russians and to consider their progress, for their gains have been striking. If we are worried about the Russians and what they do with their youth; if we wonder how we stack up against them, all of the picture must be studied, even those parts which may be distasteful or repugnant to us.

The need is great and time seems to be growing ever shorter as rivalry intensifies. The task is not for the military or the scientists alone. Let's do some teaching, too.



David M. Davis, left, and Claude O. Archer, both of Oxnard, are holding the scholarship award certificates they received when they graduated from high school last June. Davis planned to enter USC and Archer enrolled at Stanford. Shown above is the "share" which customers received from Southern Pacific Milling Company in lieu of Christmas gifts. The company set up a \$2000 annual scholarship fund in order to send two high school graduates on to college.

HERE's one California company that has found a novel way of helping superior students through college—and at the same time has disposed of the knotty problem of Christmas gifts for customers.

Southern Pacific Milling Company, a firm dealing in sand, rock, and ready-mix concrete in Ventura, Santa Barbara, and San Luis Obispo counties, last year decided that it would quit sending out material gifts to customers and friends at Christmas time. Instead, the company issued "shares" in the future of two young men.

On the face of the "share" was the wording: "... has been issued one share in the future of two high school students ... who will each receive two year ... civil engineering scholarships upon their graduation in 1957. Dividends from this share will be received by following the careers of these students as they complete their college training and enter the construction industry."

Selection of the scholarship winners was made on the basis of ability, character, aptitude and interest in civil engineering, and financial need. Educators in the tri-county area responded enthusiastically and two county superintendents served on the selection committee.

Robert J. Tucker, president of the company, said "The acclaim we received from our customers and friends regarding this program was overwhelming, far exceeding the response to our material gifts. We plan to continue the awards each year and we urge other firms to start similar programs."

Student-Made Maps Aid World Study

By Margaret Edith Trussell

Here is a simple how-to-do-it article which can aid class-work in geography

JET BOMBERS circumnavigate the globe in fewer than 48 hours. Sputnik makes it in an hour and a half. Transportation, trade, and super-weapons tighten the strands which tie together the future of all nations. Our need for improved geographic education becomes more pressing.

Up-to-date maps, globes, models, charts, are among the tools of the geography teacher. Students need to know how to interpret maps in order to understand international affairs. Supplementary to the commercially produced tools, and equally important, are student-made maps.

For student use, schools generally provide small mimeographed maps. These, however, have the disadvantage that the student sees one of two things: 1) a large area, such as a continent, so reduced in size that whole countries either dwindle into mere dots or are grossly disproportionate to their true sizes, or 2) a small area such as a single country where the important concepts of relationships between countries are lost.

Just as geography is no longer studied in terms of isolated countries circumscribed by political boundaries, the use of student-made maps should not be limited to those which show only a small area. We need to use individual maps which show the student a whole block such as a continent. These must be large enough so that even small countries are seen in their true relative sizes in some detail.

A number of methods of making a large map for each student is possible. Materials necessary are: a large piece of butcher paper for each student, a small amount of cellophane—or masking-tape, a pattern for each student, colored pencils, and adequate work space. India ink and pens are useful but not essential. The student pieces together a pattern pre-

pared by the teacher, transfers it to the butcher paper, darkens the outlines, and his large outline map is ready for use.

Teacher preparation is important. First, a good map of the area to be studied must be found and a master map prepared. This master can be traced from a small map blown up by the opaque projector, a projected slide, or from a commercial map of the desired size. If a commercial map



A tenth grade student at Polytechnic high school in Long Beach puts the finishing touches on his outline map of the world.

is used, the pattern can be made from it (provided that it is expendable), or the necessary outlines can be traced on a large sheet of vellum to be used as the master copy.

When the master copy has been prepared, mark it off into rectangular sections about $\frac{1}{8}$ inch smaller in each direction than the paper to be used for ditto masters. Draw lines to outline these rectangles.

On a ditto master, trace each section of the map, including the lines

showing the edge of the section; the lack of uniformity in duplicated copy necessitates this definition of the margins. Number the sections and use arrows to show the points at which sections join. Duplicate the sections so that every student will have one copy of each.

In making his map, the student fits together the duplicated sections, using bits of cellophane-tape to hold them in place. (Trimming the edges of the sections along the lines of the rectangles facilitates fitting.)

To hold the sections together, very little tape should be used, as it is difficult to trace over tape. Wherever possible, the tape should not cover lines which will later be traced.

With a soft lead pencil, the student should darken the back of his assembled map. He should then place the darkened back of this pattern against the butcher paper, using paper clips or masking tape to attach the two. (Cellophane tape will tear the butcher paper.)

When the pattern is attached to the butcher paper so that it will not move, a hard lead pencil is used to go over the duplicated lines, transferring them to the butcher paper. The lines of the rectangle, arrows, or section numbers, are not traced, as they will no longer be needed.

The duplicated map is removed, and the outlines on the butcher paper are darkened. For darkening these lines, India ink is excellent, but ordinary ink or black pencil will do. When the large outline maps are done, they can be labelled and completed according to the purposes for which they are needed.

A big map for each student is not a substitute for globes, atlases, and wall maps. Instead, it is an addition to these tools and aids greatly in the study of geography. In the process of making a large map, the student will develop the ability to use a valuable tool, and in the creative process he will establish more meaningful concepts of geography. The purpose and significance of geography will become relative to other areas of subject matter and to his own daily life.

You Can Teach with TV

By Janette Ellis

Miss Ellis, now teaching at Santa Monica high school, has experience in experimental televised programs.

Closed circuit television can be a useful tool in teaching sixth grade science.

MY sixth grade class was asked to put on an assembly program—original, different, and yet based on previously studied material. I suggested that we use a new exciting audio-visual medium, closed circuit television.

We produced our program from behind the closed stage curtains of the auditorium. It could have been telecast from any room in the school. Assembled students viewed the presentation on television sets, placed on either side of the stage, with the curtain as a backdrop. The public address system carried sound to our audience.

A few days before the presentation, I borrowed a television camera, but was still short one cameraman, three television sets, photoflood lights, and numerous stage props.

The class was divided, with one group under the direction of the music instructor preparing an opening and closing number, while the remaining students were assigned specific subjects connected with the unit. Each student prepared his own material and in general assembled his own props. In some cases students did their own artwork. At this stage students needed considerable guidance.

The class president fit the requirements of moderator—a fluent speaker with stage presence, a keen brain, a good voice, and poise. The continuity and pace of the program largely depends on the talent or capabilities of the moderator, who must prepare the viewers for the program, make the necessary introductions and acknowledgments, and fill in missed cues or gaps. In general he must tie the loose ends together. A big job for any sixth grader!

A glimpse behind the closed curtain showed everyone in his assigned position, including the student in charge of pulling the title cards and another using the "voice over" technique

of announcing the channel and television program, without actually being visible.

Behind the scenes one television camera, one monitor television set (so that the performers could see themselves), numerous lights, and a large relief map of the United States were in place. The relief map in front of a neutral background was the center of interest, while the "femcee" stood at stage left and individual speakers entered and departed from stage right. The staging was simple.

Following the introductory title cards, a musical selection opened the show. The femcee "on camera" proceeded to introduce the school principal, who said a few words.

To better familiarize the lower grades, the femcee began the science unit presentation by reminding the viewer audience of some facts about the earth's surface. The question, "Do you know what the word geology means?" followed by a brief explanation helped to orient the viewers.

The first performer used the United States relief map to point out the main mountain ranges and rivers and to discuss their geological origin and formation. Earthquakes, uranium (properties included an authentic Geiger Counter and uranium samples), rivers and their work, National Parks (close-up camera shots of pictures of unusual rock formations helped make this meaningful), fossils and sedimentary rocks, volcanoes (with an excellent student-drawn diagram), and erosion were included in the presentation.

The moderator summarized the science program and announced the concluding musical number, after which the class signed off.

The stage curtains were then opened so that our audience could get a glimpse of the television camera and equipment. This made the experience even more complete.

The greatest difficulties involved

the borrowing of equipment (finally loaned by local merchants) and locating two college student technicians to assist. Schedule shifts were also necessary.

It is interesting to note that, due to the pressure of time, we had only a rough dry rehearsal (without equipment) and yet by air time we produced an amazingly well polished program. Hence, quality performances can be produced even though there is a minimum of time and a maximum of complications.

Each student's personal participation in this visual experience will be easily remembered by both the class and the viewers. Closed circuit television is an extremely effective teaching tool.

We Use Television to Teach Government

By Carl G. Winter

THE shortage of teachers, the increasing complexity of subject matter, the drive for better teaching, and increased knowledge of the learning processes, all form part of the impetus to use television as a method of instruction.

Some already see in the TV courses given by a few colleges, which have enrolled thousands of participants, a method of alleviating teacher shortages in higher education. This method is a vast improvement over the situation in some large colleges where the instructor's voice is piped

Dr. Winter is a social studies teacher at Sacramento Junior College.

into the classroom by a loudspeaker.

The increasing complexity of subject matter is one of our constant problems. Television instruction could allow a partial solution by a visual presentation which could take place outside of formal school hours.

Achievement of the drive for better teaching and use of increased knowledge of the learning processes can be accomplished by use of master teachers and the latest techniques in live presentation, or on film. One of the many values of television is that at the instant of televising, a permanent record by means of film can be made at the same time. The film can then be used over and over again.

To still the fears of teachers that here is a mechanical device that will put many teachers out of work, it should be pointed out that the cost of television is much greater than the cost of operating the present school system. TV might even result in higher pay for teachers. Also television cannot take the place of the teacher-student relationship which is necessary for the developmental growth of youth.

One of the stations in our area, as a public service feature, put on a series of live shows starting with reading, writing, arithmetic, and science in the lower grades, progressing through social studies in senior high.

The task of the final program was assigned to me with the provision I use a current situation which was non-controversial. I chose the election of 1924.

The script was divided into two parts vertically, with the left-hand side showing the visual action taking place and the right-hand side the aural part. The theme also was divided into two parts; the first a group of students preparing to present the election of 1924 to the class, and the second part the actual presentation.

Performers were chosen who had drawing, writing, or mathematical ability. They were asked to prepare pictures of the candidates, cartoons, maps, graphs, and other visual representations which would interest a TV audience.

Contact with the studio technicians prepared us to use no white, all drawings being on light grey paper with india ink, and no white clothing was to be worn.

The script was transposed by the

students into their own words. Then we took a tape recording of the result, which enabled them to remedy their diction if the playback showed they were speaking too rapidly, incoherently, or too quietly. It also enabled the instructor to stress emphasis by a rise in inflection, a quicker exclamation, or a pause for effect.

In the first section we introduced drawings of all the candidates, a purported campaign song was read, and a book of party platforms presented. The students suggested each represent one of the major parties running, namely, Democratic, Progressive and Republican. This enabled each to support his party, present its platform and criticize the others. Interpolations by the instructor and a master of ceremonies tied up the presentation with the skills and knowledge gained in former classes.

The second part, the presentation to the class, gave the campaign and results of the election, with a brief presentation of the numbers and percentage of voters in 1924 compared to the last presidential election of 1952. Again the interpolations showed the need for mathematics to translate figures obtained from sources into bar and pie graphs and election maps.

A few students were used to represent the class and they asked questions or made statements. Only the

backs of their heads came into the television screen.

The value of the presentation was that students studied harder but enjoyed themselves immensely while at the same time they received a grounding in the manner in which conventions and elections are conducted and how compromise candidates are sometimes chosen.



"I teach in California. Allow me to present my credentials."

TOO BUSY

There you are behind your desk, surrounded by books and papers, cafeteria records, attendance cards, registers and lesson plans. You are thinking about papers to be corrected, pupils to be helped, problems to be written on the board. You are trying to plan for the maximum development of too-many children, crowded into too-little space, with too-few minutes in which to get everything accomplished.

There you are and Tommy looks at you and wonders. He has a shell in his pocket that he found at the beach last Sunday. He would like to draw near and show it to you—but you are too busy.

There you are and Mary steals glances at you. She is wearing new shoes and she wants to show them to you. But Mary is shy and reserved—and you are so busy.

There you are and there is Frank, tired and confused. His drunken father came home in the early hours of the morning. Frank had lain on his cot in the darkness, trembling at the things he heard his parents shouting at each other. Frank is afraid of his father and sorry for his mother. He feels a churning inside him. But you are so busy.

"So busy" is the wall that you, as a builder, must reject. This is the partition that you, as a friend of children, must remove. For more important than the papers to be corrected and more pressing than the cafeteria books to be balanced, are the children in your room, waiting for recognition.

It may well be that the sympathy you give and the understanding that you show will be the only warmth and responsiveness that some of them will ever know.—RUTH JAEGER BUNTAIN, Wasco union elementary school.

Far-reaching proposals for credential revision are before the teachers of California. Now is the time to study

By Charles E. Hamilton

Issues and Opportunities

“WITH only one teaching credential, won't I be misassigned?”

“One general credential? What happens to special credential requirements for specialized fields?”

“Certificates for some, credentials for others, where does the professional school nurse fit in the pattern?”

These and many other questions come from classroom teachers, college personnel, school administrators and others concerned with improvement of California's pattern of credentialing for public school service. Chief motivator of these questions is the new report of the Committee on Revision of the Credential Structure. The Committee, appointed jointly by the California Council on Teacher Education and the State Department of Education, recently completed its assigned task after nearly three year's work. It proposes a thorough overhauling of the legal credentialing system. Endorsement of the revision report by the California Council on Teacher Education places this statewide coordinating body clearly behind the Committee's proposals.

The Committee recommends a licensure plan based on two teaching credentials and two advanced credentials. These four credentials are supplemented by a system of certificates for certain specific services necessary to the school program. Direct application for credentials is continued but with additional controls for personal and professional adequacy. Other proposals relate to the preparatory program for the general teaching credential. Details of the Committee's proposals were published in the May 1957 issue of *CTA Journal*.

High on the list of issues is the problem of the misassigned teacher. Proposals of the Revision Committee skim off for close attention the ancient problem of assigning secondary teachers in their major and minor fields. While some suggest that a credential system should guarantee proper assignment of staff, the Committee suggests that this is an illusion, that no new licensure system should be expected to do so.

Assignment of personnel is considered by many to be a local district function, not a state function. However, a state system of many special or limited credentials becomes, in effect, the determiner of local assignment. On the other hand, the single general teaching credential now advocated places almost complete responsibility at the local level for adequate and proper use of the teach-

er's special competence. Such an increase in responsibility should be accompanied by increased accountability. Two questions naturally arise. How can the profession measure local district adequacy in assignment of personnel? Who should be held accountable at the local level? Satisfactory answers for these questions can be devised.

Local adequacy in assignment may best be measured by a process of accrediting the local school program. California secondary schools are now experimenting with self accreditation. It is anticipated that this process can be functioning adequately before any new credentialing regulations are agreed upon and adopted.

Among the many important details considered in accreditation processes is adequacy of staffing. Present secondary accreditation processes provide that each teaching assignment shall be compared with adequacy of academic and professional preparation of the instructor. It is not difficult to predict the nature of public and professional pressure that could bear upon a school district persisting in any misassignment of staff detected by the accreditation mechanism. Accreditation, because it is a process developed and enforced by peer professional groups, may be far more effective than credentialing in providing a safeguard against misassignment of staff.

Personnel Assignment Is Problem

Although accreditation would tend to hold school administrators and school boards responsible for adequate teacher assignment, others have similar, if not legal, responsibility. Teachers themselves can assume more responsibility for properly staffing elementary and secondary schools. A teacher who willingly accepts a teaching assignment outside his area of competence is as much in error as the staff member administering the assignment. It is conceivable that local teachers associations' personnel standards committees could be valuable supplements to the accreditation process in determining adequacy of teacher placement. Local committees could quietly and carefully investigate any specific complaints of inadequacy in use of personnel. Here the local professional group could begin to shoulder an important responsibility and one that would add much to organizational maturity.

Teachers who fear the loss of protection in assignment afforded by the narrow specialized credential should study this issue closely. They may find better means in new credential proposals to guarantee that the teacher's competence will be used most effectively. These proposals suggest that teachers are not mere pawns of forces

Dr. Hamilton is secretary of the CTA Commission on Teacher Education, consultant to the board of directors of the California Council on Teacher Education, and a member of the Council's credential revision committee.

that would misassign them but are instead, participants in a system where, with their colleagues, they determine adequacy of staff assignment.

Among its recommendations, the Revision Committee has outlined certain new procedures for securing credentials by direct application. The Committee, instead of eliminating direct application, has tried to bring the process into line with professional standards more often reflected in credentials obtained through college or university recommendation. The new procedures would provide that direct application for credentials to the State Department of Education would necessitate recommendation from the executive head of the candidate's preparing institution. The recommendation must verify personal and physical fitness, and that minimum state professional requirements have been met. Student candidates for credentials could request the recommendation at the conclusion of a minimum program as defined by the state. This provision, and others presented by the Committee, would in effect place greater emphasis on institutional recommendations.

Direct Application Requires Staff

Can California institutions and their teacher education departments accept this added responsibility? It means, of course, added professional and clerical staff. In view of the meager budgets for teacher preparation programs in both public and private institutions, there will be some reluctance to add necessary facilities. On the other hand, if the state's teacher educators and teachers themselves can agree to recommend this change in direct application procedures, perhaps together they can secure the necessary finance and staff.

Much that is important to the upgrading of professional standards depends upon fixing responsibility for identifying personal and professional fitness of candidates. It is difficult to ask teacher education departments to increase their responsibility at this point if the profession does not at the same time seek adequate financial support for the increased program. This issue may provide an opportunity for further cooperation between those who prepare teachers and the organizations of teachers. Nor should the support of organized lay groups be overlooked. The public's desire for additional safeguards on teacher competence could lead to effective support for financing improved teacher education programs.

Among the recommendations for revision of the licensure structure is the proposal that the four-credential system be supplemented by the issuance of certificates. Certificates, it is suggested, would be used for those whose services were needed to operate the school program but whose preparation is outside the field of professional education. By definition, credentials would be limited to those who have been selected, screened and educated for professional service by an accredited teacher education institution.

School doctors, some school nurses, and some who assist in the adult education program would hold certificates. Presumably state issuance of certificates for service in public schools would rest largely upon recommendation from the local district. Among school doctors there would be little difficulty in inaugurating the less complex

certification system. School nurses and adult educators, however, present problems of greater complexity.

Adult education is a large and important segment of the State's free public school program. Credentialing and accreditation must play their proper roles in safeguarding the adequacy of this program. The proposals of the Credential Revision Committee suggest that adult education will be covered in part by the general teaching credential and in part by certificates. Local adult education administrators will be free to recommend certificates for supplementary staff members such as the accountant, the lawyer, the engineer and other specialized vocational experts from the community. Again, the professional educator is concerned that the program be scrutinized by an accreditation process so that the public will have a proper guarantee of adequacy. Adult educators may find that the Committee's proposals offer means to streamline their systems of licensing needed personnel.

School nurses present a somewhat different problem in relation to certificates. Those now serving under authorization of the health and development credential arrive through programs of preparation increasingly identified with professional education. The importance of the school nurse as a health educator may indicate that this school function should be included under the general teaching credential. By so doing no violence will be done to the assumptions underlying the Committee's recommendations. The California School Nurses Organization will give further attention to this issue.

Proposals for credential revision are based on an assumption that institutions preparing teachers should have considerable freedom in determining programs of teacher preparation. Recommendations of the Revision Committee add to this responsibility of the institution by omitting numerous credentials that in the past specified by law specific course requirements. Institutions would be released from legal prescriptions and freed to recognize the individual differences among credential candidates. One candidate may find that his credential program differs from another candidate with similar professional objectives. It is anticipated, of course, that teacher educators, with the assistance of other members of the profession, will develop an adequate framework for teacher education. Suitable guidelines could be agreed upon and become more flexible substitutes for the present system of specific requirements in law.

The issue at this point may be the willingness of the total profession to grant to colleges and universities more credentialing responsibility. While some teachers advocate additional institutional control of credentialing, others are opposed to a program they believe would lead to an institutional monopoly in licensure.

In addition to those cited here, there are other important issues in revision of the California credential structure. Can vocational teaching be absorbed in the general teaching credential? Should credential requirements be written as general as possible? What effect will the internship proposal have on problems of finance and tenure? These and many other problems will be isolated and studied by scores of professional groups in the months ahead. Interest is high. California teachers may take a great step forward by devising a new, more effective, and more efficient system of licensure.

Plowing Fertile Ground

San Francisco has provided an enriched program of summer study for superior young students.

"SOCIETY is more interested in new brands of breakfast food than in new goals," said 16-year-old Charlotte Cronander.

She was one of thirty-five gifted high school seniors in San Francisco who spent last summer studying such ponderous subjects as hydroponics and non-Euclidean geometry in an experimental session developed by the city's teachers.

Charlotte's challenge to current values was voiced while she was reporting to the group on her study of conformity as a social problem. She was planning to present her findings in short story form.

"If the non-conformist in your story could start people thinking, he might do a lot," commented Virginia Cancilla. An alert, pony-tailed girl of 17, she used part of the session to master the basics of psychology before going on to investigate racial prejudice. After only three weeks of work with college texts, she passed Stanford University's final exam for introductory psych.

The general plan for the session, in which students were allowed to investigate subjects of their choice, plan their work, and do the work where they chose, was developed by a committee of imaginative teachers who are meeting now to evaluate its results.

Much of the responsibility for curriculum planning in San Francisco lies in the hands of the principals who head its 126 elementary, junior, and senior high schools. But the way it is handled means that curriculum materials and basic philosophies and approaches are developed by teach-

ers themselves out of their own classroom experiences.

To describe the process briefly: planning and improvement stem from committees of teachers, the "feet-on-the-ground-operators," as Dr. Morris Williams terms them. These committees meet under the leadership and guidance of curriculum assistants, teachers to whom special time is given to encourage and organize curriculum improvement.

These committees may function within a single department, a single school, or on a city-wide basis. Such a city-wide committee formed last year to discuss basic principles in the education of gifted high school students is one composed of 21 teachers and counselors representing every kind of educational responsibility and subject matter area.

Its members are educators who have interested themselves specifically in developing the resources of the gifted youngsters who will lead the generation of tomorrow in the face of challenges of space travel and exploration. The work of the committee is a part of the continuing efforts of the schools to meet the individual needs of each of their students.

Led by curriculum assistant Donald H. Ewing, the committee met monthly last year in the Board of Education building. Such questions as "Who are the gifted?" and "Should they be accelerated or put into special classes?" were tossed back and forth in spirited discussions.

"Everybody was thinking a mile a minute," says Ewing. "Many said it was the most stimulating group with which they had ever worked."

The definition of the "gifted" that set most heads nodding in approval was a broad and simple one: they are those youngsters who need challenges beyond what is usually pro-

vided by regular classroom work.

After the meetings the committee members would go back to their own schools and corner colleagues in the halls or hold informal bull-sessions to see what other teachers thought of the ideas that had been discussed. At the beginning of the second semester the members decided to test some of the ideas that most appealed to their—and their colleagues'—imagination in an experimental session to be held during the summer.

The chief idea with which committee members wished to experiment was freedom of investigation: its role in the education of able students and how much they can handle and profitably use. To this end students were to be allowed to investigate subjects of their choice and to do their research in high school and college libraries, special laboratories, at home—wherever they thought best.

The session met for eight weeks at Polytechnic high school overlooking green shady Golden Gate Park. In charge were social studies teacher Earl Minkwitz and science and chemistry teacher Mildred Johnson, whose functions were to guide students in planning and research, to help them tap as many community resources as possible, and to aid them in interrelating projects in the humanities and the sciences.

Evaluating the results of the session is part of the work of the committee this year. But one finding that is already well accepted is that able students can and should be permitted to go off on their own and work on their own projects. This is, however, with certain "ifs"; the students should show sufficient ability and perseverance, their projects should be carefully selected, and there should be adequate teacher time available for individual conferences and guidance. Most committee members feel that such individual projects can and should be carried on within the framework of regular classes.

An example of what was achieved at the summer session is a project carried out by John Mason, a blond, quiet-spoken boy of 17. In laboratory experiments he duplicated brain

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Student Charlotte Cronander at San Francisco's Washington high school confers with her counselor, Teacher Earl Minkwitz.

waves outside of the body by means of chemical reactions. To measure the reactions he used an electroencephalograph that he had built at home.

Headed this year by curriculum assistant Louis Alcorta, the members of the committee are: Andrew Biggi, Mrs. Edna McIntyre, Richard Date, Edith Trickler, Gordon Carlson, Donald Ewing, Eleanor Parsons, Margaret Poole, Henry Karpenstein, Mary Lins, Kenneth Meitz, Vincent Leonard, John Welch, Lloyd Lackmann, Joseph Jacobsen, Dr. Lillie Bowman, Dr. Karl Ernst, Dr. Edward Redford, Dr. John Roberts, and Dr. Morris Williams.

This year they will continue studying the basic principles that they feel each high school should consider in developing its program for the gifted. That the city's high schools are taking such leadership is particularly interesting in view of the fact that Board of Education member Adolfo de Urioste of San Francisco has been named to a statewide committee that will formulate California public school programs for gifted children.

A statement set forth last June shows the direction in which the members of the committee are thinking:

"The gifted should not be educated in isolation. Improving educational opportunities for abler students should also mean improvement of education for all . . . Certain goals for education of the gifted are: expanding the individual's knowledge and experience; enabling him to develop broad cultural and social patterns of maturity; assisting him to advance in his field of special competence; and preparing him to assume the responsibilities of leadership."

Today, Columbus would have seen us for money!

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Science Clubs of America, 1719 N Street N.W., Washington 6, D.C., has published "How You Can Search for Science Talent," a 24-page booklet which describes the 17th annual science talent search in which students may compete for scholarships.

Editor Arthur Rice of *Nation's Schools* wrote "Planned Propaganda" for his October number, so describing the September article in *Reader's Digest*, which indicts "costly palaces" for schoolhouse construction. The five-page Rice feature has been reprinted, should be widely used by administrators and school boards.

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Dr. Simpson First on Department Honor Roll

California's superintendent of public instruction smiles as he hands his \$22 CTA membership check to Dr. Francis W. Noel, department of education CTA membership drive representative. As the first to go on the department's 1958 roll, Dr. Simpson's name is placed on the honor roll. Virtually every executive staff member in the department had enrolled as the drive opened the last week in October. The flannel board shown was displayed in the executive meeting room in Sacramento.

Advertising Council Performs Quiet Services

IF YOU have ridden a streetcar lately, you may have seen a poster with a short, direct message on Better Schools. Or if you drive a car, it could have been an outdoor poster urging you to attend church on Sunday. The same messages reach you in the magazines to which you subscribe and on your television screen.

They are all part of the service rendered by The Advertising Council. You've probably heard of the Council—most persons have—but not everyone knows who backs it, who runs it, who selects its campaigns. That's because the men who give free time and talent to it aren't out for publicity, but are working quietly because they believe in what they are doing.

In the Council's own words, it is "a private non-profit organization which marshals the forces of advertising in helping to conserve our human resources, to conserve our natural resources, to strengthen our democracy and our national economy, to build up our national defense and to strengthen freedom overseas."

American business—big and little—supports it. A Board of Directors numbering 70 businessmen representing all phases of ad-

vertising—industry, media and agencies—meets monthly to plan the Council's activities and supervise its operations. Officers are elected annually from the Board.

The yearly campaigns undertaken by the Council are many and varied. Here, in capsule form, are their names and general objectives:

ACTION (American Council to Improve Our Neighborhoods): To alert the American people to the need for curing slum conditions and preventing further deterioration.

ARMED FORCES MANPOWER: To acquaint young people with all the service opportunities available so they may choose the program best suited to their own long-term plans for the future.

BETTER SCHOOLS: To arouse interest in improving schools and encourage local citizen groups in preparing for crisis conditions caused by rising enrollments.

CARE FOOD CRUSADE: To persuade the American public to do its share toward alleviating food shortages in 19 countries overseas.

CRUSADE FOR FREEDOM: To obtain "truth dollars" and moral backing for Radio Free Europe and Free Europe Press.

FIRE PREVENTION: To help reduce the national property loss from fire each year of over 1 billion dollars and prevent 12,000 fire deaths.

FOREST FIRE PREVENTION: To urge public care and thoughtfulness in forest areas to help prevent the 9-out-of-10 man-caused forest fires.

RELIGION IN AMERICAN LIFE: To emphasize the importance of religion.

RELIGIOUS OVERSEAS AID: To raise funds for distribution of food, medicines and clothing overseas and help relocate persons from abroad who have been displaced through war, famine and oppression.

STOP ACCIDENTS: To help safeguard life, limb and property by reducing traffic accidents.

UNITED COMMUNITY CAMPAIGNS: To assist 23,000 national and local services in raising funds.

UNITED NATIONS DAY: To help familiarize the public with the work of the United Nations.

U. S. SAVINGS BONDS: To encourage citizens to save systematically for long-range goals, to build community reserves for long-range business stability, and to provide widest possible distribution of the national debt.

Special campaigns for 1956-57 were the Hungarian Relief and People's Capitalism.

This latter campaign has already had its effect inside Russia itself, a Moscow dispatch having quoted the Young Communist League as being alarmed that Soviet students were believing tales of freedom in non-communist countries and of people's capitalism.

In 1957-58, the Council is taking on three more campaigns:

AID TO HIGHER EDUCATION: To make the public aware of the fast-growing

financial crisis in colleges and universities which face doubled applications within 10 years.

MENTAL HEALTH: To contribute to public understanding of mental illness and emotional disturbances and explain that no stigma should be attached to them.

NATO: To inform U. S. citizens of the important role the North Atlantic Treaty Organization plays in keeping the peace.

—V.L.T.

Teacher With Speaker



Ann Purpus (right), 16 year old Capuchino high school senior and daughter of Millbrae Postmaster Harold C. Purpus, won local, zone, and regional Lions Club speech contests and took second place in the Northern California finals last May. The student is shown above with her high school speech teacher, George W. Short.

Her speech, *My Place in the World of 1976*, is an excellent example of logic and perception of a young person who expects to enter the teaching profession.



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EASY HOW-TO-DO-IT

Ingredients: 2 lbs. semi-sweet chocolate... 6 oz. maraschino cherries... ½ cup hard sauce... ½ can flaky coconut... 3 oz. crunchy peanut butter... Can of chopped, roasted almonds... 2 slices fruit cake ½" thick... Cherries, blanched almonds, what-have-you for trim.

Prepare centers on wax paper. FOR CHOCOLATE CHERRIES—Drain maraschino cherries, roll one by one in tsp. hard sauce; then in coconut. FOR PEANUT BUTTER CENTERS—Make balls, each 1 tsp. of peanut butter; roll in chopped almonds. FOR PUDDINGS—Cut fruit cake in ½" squares.

Coat: Stir to merely melt chocolate in bowl over hot water. Don't let chocolate get hotter than 80°F. Never let water touch bowl or chocolate. Use fork to dip centers one by one. Lift on fork; push with second fork onto wax paper. Trim.

Crunchies: Left-over ingredients or raisins, cornflakes, etc. stirred into left-over, melted chocolate. Drop by teaspoonful.

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Book Notes Worthy of Note

Grant Bennion, Palo Alto, California, sales representative of Ginn & Co., has been publishing for several years, as a public service, northern and southern editions of "Career Choice, A Student Guide to Opportunity." He now plans his 1958 edition as "The California Occupational Study Guide." He has been presenting copies to school guidance personnel.

Department of Classroom Teachers, NEA, has just issued *The Teachers' Salary Committee and Its Work*, a 90-page book which will prove to be a useful and effective tool for local salary committees. Well written and designed, the book is appropriate to California problems.

Allyn and Bacon, Inc., 560 Mission Street, San Francisco 5, has published a new edition of *The Government of California*, a sturdy paper-back which sells for \$1.76. Authors Donald H. Pflueger and Hugh O. La Bounty, Jr., carry on the work of W. W. Mather to provide a new edition of a proven and authoritative text for high school study of government.

November number of California Journal of Educational Research, Vol. VIII, No. 5, \$1.50, published by CTA Research Department, San Francisco, contains a classified list of doctoral dissertations in education accepted in 1956-57 by six major universities of California. The 123 studies cover a wide range of pertinent subjects.

Do We Ask Too Much?

(Continued from page 13)

teachers to be active in youth groups and civic organizations. Is it any wonder, then, that many of them become tense and discouraged, and feel that they are engaged in a never-ending "rat-race"?

As a principal and as a teacher of education, the writer has suggested to the young people in his charge that they concentrate on two professional tasks during their first year or two in the profession: 1) to learn to manage themselves and 2) to learn to manage a classroom.

In addition to helping new teachers to meet the above two responsibilities, educational leaders should relieve our young teachers of as many extra-curricular and community responsibilities as possible so that they can have the thing that the psychologist was talking about: sleep.

If we could do this for our new colleagues, they might be able to face each teaching day with the same zest and enthusiasm with which they faced their first day and they might even be willing to remain in the profession that needs them so desperately!



HALF THE WORLD'S CHILDREN, by S. M. Keeny; Association Press, New York. 243 pp., 1957, \$3.50.

As the author explains, this book derives its title from the number of children in Asia. It is the diary of UNICEF's work there. Asia, with its countless millions, its yaws, tuberculosis, and leprosy, provides a fertile field to be worked. But its backward inhabitants, its bureaucracy, and slowness to accept new ideas, are stumbling-blocks to self-improvement.

Nevertheless, the work *is* being done, and this book is a personal record of accomplishment. There is much to tell, and unfortunately, in his eagerness to tell you as much as he can, the author forgets that it takes more than a paragraph or two about each episode to transmit the personal feeling that would make the book fascinating reading.

As a record of where the money goes, the book fulfills its mission; as an evening of reading, it seems slow and repetitious.

—V.L.T.

PSYCHIATRIC ASPECTS OF SCHOOL DESEGREGATION, Report #37, Group for the Advancement of Psychiatry, New York, 1957. Pp. 95, \$1.00.

A group of psychiatrists has joined the discussion on school segregation and adds its voice to the many now heard. Prejudice, discrimination and segregation, the psychiatrists say, are detrimental to the holder of such attitudes and to his victim as well. Harm is done to neighborhoods, communities, and to the nation. And, they add, the emotional involvements over-shadow the legal aspects of the problem.

The writers point to the many years of sub-standard education of Negroes which, with limited economic and social opportunities, have formed a vicious circle: one in which certain aspects of delinquency, high disease rate, hostility, self-abasement, and frustration are inevitable results. Negroes have represented a portion of our national human resources deliberately wasted. But, as if this were not enough, the doctors emphasize, the subjection of any group of people and the limitation of their opportunities to rise and flourish, has distinct psychological features.

We recognize that the problems which mature individuals normally face are met, and with success, as long as we deal with them in terms of reality, without delusion or the establishment of false premises. When we people our society with "inferiors" or "superiors", we detour ourselves into processes of scape-goating and irrational behavior. Thus, we are told, the Negro has been expected to repress his drives toward self-realization and development in an arbitrary "world he never made". The effect upon the Negro is indicated as



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much by what he is accused of being as by what he becomes when segregated.

By the same token, the myth which has been built upon a distortion of reality involves continuous feelings of hostility and anxiety for those who segregate. They, too, tend to take on the features and become the complement, psychologically and otherwise, of their victims.

Although children are direct participants in the process of school desegregation, their attitudes and behavior are largely affected by parental attitudes. Certainly parental love and fear are powerful psychological forces. It is by these forces that parents are prevented from making a realistic appraisal of the evidence for and against segregation. Negro as well as white parents may have equal fears but, the writers point out, in areas which have been desegregated such fears have been dissipated by the experiences that showed how ill-founded they were or that new problems can be solved.

The evidence is illusion-breaking. When reality concepts prevail, attitudes can change. Equality in status and in fact develops common bonds and purpose for parents and children. While law alone cannot bring about fundamental alteration in personal and group attitudes, the American public school can do something more. It can offer opportunities for development, growth, and self-realization for all. It can offer the best there is in teaching, in counseling, in administration, and in concern for the adjustment problems of all pupils.

The demand of the present period of transition on the patience, insight, and skills of school personnel cannot be over-emphasized. For all present and future teachers increased awareness of the techniques of group dynamics seems important. School leadership will be demonstrated when parents are brought into a working relationship with the school on the new problems arising out of desegregation, just as they have on other aspects of their children's education.

With dispassionate logic, the psychiatrists have attempted to express the principle that insight and understanding—that is, a rational approach to the profoundly irrational forces which move man—are the only appropriate ways of dealing with the issues of desegregation. They counsel that we use this principle in removing prejudice and discrimination from any Little Rocks, whether they be in Arkansas or closer to home.

—Nathan Kravetz

SCHOOL PUBLIC RELATIONS, Leslie W. Kindred; Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1957. \$6.00.

Upon the obvious theory that lack of good public relations will cost a school system dearly in terms of interest and financial support by its community, the author has undertaken the task of giving some advice to school administrators. This he does by a rather elaborate attempt to suggest uses which a governing board may make of its resources for gaining public support. These, of course, are fitted within the framework of the state school laws, philosophy of the system, its traditions and the beliefs and opinions of the people.

By and large the material presented seems to be a guide for successfully exacting from taxpayers the fiscal needs of the school system. There is, however, a reasonable portion of the text which attempts to point out some ways in which the school may show its intrinsic worth and thereby gain and sustain a rather normal type of community support.

In these days when school districts sometimes have a hard time getting the people whom they serve to agree to the finance programs which school people have decided the community needs, a book of this type may be helpful. The writer is a professor of School Administration and the book contains some of the best current thinking on the subject. Actually, though, the most valuable part of the book is the chapter bibliography at the end. It gives enough good references so that a user may consult these authorities and opinions himself. Chances are that conclusions reached may be quite different from those expressed by the author.

—Walter C. Daniel

UNESCO Source Book for Teaching Science; UNESCO, Columbia University Press, New York; 1956. Paper. \$2.50, cloth \$3.00.

The most interesting thing about this volume is that it is published as the result of experiences which many teachers had found in conducting classes in areas of the world which were devastated by World War II. Not only had many of these countries carried on a tradition of basing science teaching on observation and experimentation, but the ravages of war had left little of what we think of as suitable equipment for the teaching of science.

This particular volume is a compilation of the point of view and materials and methods which many science teaching experts had found useful. The predecessor of the book was a less pretentious one titled, *Suggestions for Science Teachers in Devastated Countries*, and was written by a J. P. Stephenson of the Royal Society Committee for Cooperation with UNESCO, United Kingdom.

The teaching material presented is very similar to the many texts which deal with elementary school science. Many of the projects may be beneficial to teachers who need help in teaching the rudimentary concepts of general science.

—Walter C. Daniel

Random Notes

About Books

Almost simultaneously, three publishers of career information guides have sent out releases on new materials. *Occupational Information*, published by McGraw-Hill, is hardcover, has 534 pages. Written by Robert Hoppock, Professor of Education at New York University, it tells where to get occupational information and how to use it in counseling and teaching. Price is \$6.75.

CTA Journal, December 1957

Science Research Associates, 57 West Grand Avenue, Chicago 10, announces their new Career Information Kit, containing more than 500 occupational information publications, 35 guidance publications, a manual and guide, and a complete cross-reference index.

B'Nai B'Rith Vocational Service, 1129 Vermont Avenue, N.W., Washington 5, D. C., offers its new catalog of publications, making special reference to a Guidance Kit, containing 138 publications and costing \$25. Catalog free on request.

How much does it cost to go to college? This, too, is an important question for guidance counselors. U. S. Department of Health, Education and Welfare has issued a publication based on the first comprehensive study of such costs, and how and where undergraduates get the money. The report is entitled "Cost of Attending College", was prepared under the direction of Ernest V. Hollis, Director, College and University Administration Branch. Copies are 45c from Superintendent of Documents, U. S. Govt. Printing Office, Washington 25, D. C.

The College Entrance Examination Board has published a new edition of *The College Handbook*, containing statements from 185 member colleges. Each statement provides a description of the college, its terms of admission, study programs, freshman year program, financial aids, and so on. \$1.50 from Educational Testing Service, Box 27896, Los Angeles 27.

Superintendent Bruce Miller of Riverside has again published a useful booklet on the use of Bulletin Boards. It costs 50c and can be obtained from Mr. Miller at Box 369, Riverside.

Spencer Press has a new Southern California representative in Lawrence M. Wade. Dr. Wade is a former Michigan teacher, principal and school superintendent, and holds an MA from University of Michigan.

For teachers who like their information in chart form, we have three offerings this month. A World Chart, measuring 50"x36", has been put out by Civic Education Service, 1733 K St., N.W., Washington 6, D. C. It carries 39 columns of such facts as area, population, type of government and economic system, foreign policy. One to five copies, \$2 each, with discounts on larger quantities.

Stanford University Press offers its *History of Education Chart* covering the period from 1,000 B.C. to the present. Now in its third edition, the chart costs \$2.50. It is written by Lester B. Sands and Richard E. Gross.

The third chart is of interest to those in engineering studies and is a wall chart of conversion factors. This one can be obtained free from Precision Equipment Co., 4411E Ravenswood Avenue, Chicago 40.

Teachers of science who are clamoring for materials in their field will be interested in the following two publications: *Resource Literature for Science Teachers* is printed by the College of Education, Ohio State University, Columbus, Ohio, and sells for \$1. Contains 65 pages, and is a classified, annotated bibliography of printed materials for elementary and secondary school teachers. The other publication is a guide to sim-

ple science activities. Titled *How to Stimulate Your Science Program*, it covers such things as rock study, making a terrarium and simple stunts with magnetism and electricity. Contains 32 pages, costs \$1 from Fearon Publishers, 2450 Fillmore Street, San Francisco.

The National Book Committee, organized in 1954, states that its purpose is to keep books free, make them widely available, and encourage people to read them. One of the committee's efforts was a special inquiry into the theory of censorship and the freedom to read. The result of this inquiry was published by R. R. Bowker Company, New York, under the title, *The Freedom to Read*, \$2.50 cloth, \$1.00 paperback. The Committee's latest effort is the organizing of the first *National Library Week*, to be celebrated March 16-22, 1958. Librarians seeking advice on the celebration might write the Committee at 24 W. 40th Street, New York 18, for information.

D. C. Heath has brought out a series which teachers of children with a foreign language background will welcome enthusiastically. The *Fries American English Series* was prepared by the members of the English Section of the Department of Education, San Juan, Puerto Rico, together with Dr. Charles C. Fries, Consultant of the English Language Institute at the University of Michigan. Heath claims the books may be used with all pupils, regardless of their native language, although they were planned for Spanish-speaking learners. Teachers' guides are available.

A book for every library is *American Panorama*, published by New York University Press last October. Edited by Eric Larrabee, associate editor of *Harper's*, the book contains contributions from many distinguished American writers and critics, among them Jacques Barzun, Clifton Fadiman, Paul Pickrel and Mark Van Doren. Meat of the book is in 350 book-and-author profiles forming a composite picture of the U.S.A. The books covered in *American Panorama* are those chosen by the Carnegie Corporation to send to libraries abroad as most descriptive of life in this country. Writers whose works are described range from Louisa May Alcott to John Steinbeck; Willa Cather to Thomas Wolfe.

Free or inexpensive materials that may interest you:

The Heritage of Spices, published by American Spice Trade Assn., for use in history, geography, science and home economics classes. Available from above association, 82 Wall St., New York 5, if you will pay the postage, estimated at 1½c per copy.

Matting & Displaying the Work of Children by Kelley and Roukes, \$1.50; *Making and Using Charts*, by Liechti and Chappell, \$1.50; *100 Activities for Gifted Children*, by Meredith and Landin, \$1. All three from Fearon Publishers.

Pastimes of Colonial Children, by Gardner, \$1.50. William-Frederick Press, 313 W. 35th Street, New York 1.

Story-Telling for You, by Cundiff and Webb, cloth \$2, paper \$1. A "handbook of help for storytellers." Published by The Antioch Press, Yellow Springs, Ohio.

—V. L. Toeue



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Teaching Aids

AUDIO-VISUAL

A department on teaching films
conducted by H. Barret Patton

HORACE MANN. Film: 17 min.; B&W \$100; for teachers; Encyclopaedia Britannica Films, 7250 MacArthur Blvd., Oakland 5.

This is a film most libraries now own, and is immediately available for use. Your reviewer found in this film inspiration and appreciation of modern education. It shows Mann's great work in pointing up the need for good schools, good textbooks, democratic methods of learning, schools for teachers, and universal education in the United States.

HOMEWORK: STUDYING ON YOUR OWN. Film: 11 min.; Color \$110, senior high; Coronet film; Craig Movie Supply, 149 New Montgomery, San Francisco.

Three high school students discuss their homework problems and solutions they have found. The film encourages students to take a responsible attitude toward homework. It helps them define and solve their own difficulties.

JAPAN. Film: 25 min., Color \$250; junior high, senior high; International Film Bureau, Inc., 57 East Jackson Blvd., Chicago 4, Ill.

With the help of International Film Foundation and advice of The Japan Society of New York, Julien Bryan produced this outstanding film on Japan. This film, on a serious adult level, covers the major aspects of Japanese social and economic life today.

GUARDED TREASURE. Film: 11 min.; Color \$100; elementary; Avis Films, P.O. Box 643, Burbank.

The problems of control, conservation and equitable redistribution of California's water—and the devices used to solve these problems—are discussed at elementary grades level in GUARDED TREASURE. Actual scenes including aerial views show floods, erosion, drought, and various counter measures. The particular needs for flood control and adequate water supply in northern California and southern California respectively, are given attention. The dam is shown to be the principal tool in working with water. Dams and aqueduct systems in the Central Valley and Colorado River Projects are shown in ground and aerial views, and in "modelmaps." The Feather River Project is mentioned as a long range plan to control floods and redistribute water.

MARVELS OF MEXICO. 8 filmstrips; Color; \$28; Charles Scribner's Sons, 560 Mission St., San Francisco 5.

A series of filmstrips correlated with the textbook, "BUILDING OUR HEMISPHERE." The titles of the eight filmstrips are: The History of Mexico, two on The Land and Its Uses; How the People of Mexico Live; Mexican Markets, Mexico City, Arts & Crafts, Mexicans at Play.

WHAT ABOUT DRINKING? Film: 11 min.; B&W, \$50; Senior High, Junior College, Community Youth Groups; Young America Films, Inc., Photo & Sound Co., 116 Natoma St., San Francisco 5.

The question, "What About Drinking?" is being asked today by many groups concerned about the welfare of youth. Because of the emotional response which so often results from a discussion of alcohol, it is difficult to provide an opportunity for adolescents to discuss this important subject. The adolescent has a serious decision to make about drinking, and there are few individuals or groups to whom he can turn for an objective discussion of the problem. The purpose of this motion picture is to provide a familiar situation as a setting for the discussion of this problem, to present several opinions about drinking held by young people who are much like the students viewing the film, to demonstrate that in each case the boy or girl refers to some authority from which his opinion has been derived. It gives the discussion leader an objective situation so that the student may agree or disagree with the opinions expressed by the people in the film, and in this process help to formulate his own opinion on a logical basis.

AMERICA FOR ME. Film: 35 min.; Color. Free except that user pays return postage; Association Films, Inc., 799 Stevenson St., San Francisco.

This is a film showing scenic and historic wonders of our country.

TRIP TO PUERTO RICO OFFERED IN FILMSTRIP CONTEST

A 7-day Puerto Rican holiday for two is the first prize in the filmstrip contest announced by Filmstrip House for the 1957-58 school year, in celebration of the firm's fifth anniversary.

The contest, open only to practicing teachers—or to a teacher working with a non-teaching friend—offers a second prize of \$200, and a third prize of \$100. Filmstrip House will purchase usable ideas in other scripts, when agreeable to entrant.

Entries must consist of four scripts, 15 to 25 frames each, suitable for production into a set of filmstrips for kindergarten to fourth grade. Any subject area appropriate to this age level may be selected, but a brief explanation of the material's usefulness to the curriculum and the exact age level intended must be included with each entry.

All entries, to be eligible, must be submitted prior to July 1, 1958. Winners will be announced September 1, 1958.

Complete details and rules of the contest may be obtained from Filmstrip House, 347 Madison Ave., New York 17, N.Y.

Policy on Integration

Editor, CTA Journal:

In your October issue it was stated that CTA has no policy on integration, but that CTA subscribes to the NEA resolution.

The Franklin Teachers Association (Stockton) would like for you to please state why we have no policy and, once again, print the exact text of the NEA resolution to which we subscribe.

Thank you.

ROBERT DUTTON
President.

CTA has no policy on integration because the issue has not been presented to the State Council of Education, representative body of CTA. In normal practice the Council acts only upon "proposals affecting the welfare of the public schools of California". It is to be assumed that, since legislative action or policy decision was not deemed necessary in the case of integration, no authorized person or group has asked for Council policy. It is also traditional that the Council does not adopt a platform or resolutions at its semi-annual meetings.

The NEA, however, at the annual meetings of its Representative Assembly, always acts on resolutions presented for action. At the Centennial Convention in Philadelphia last summer, it approved Resolution No. 5, which read:

"The National Education Association recognizes that integration of all groups in our public schools is a process which concerns every state and territory in our nation.

"The Association urges that all citizens approach this matter of integra-

tion in the public schools with the spirit of fair play, goodwill, and respect for law which has always been an outstanding characteristic of the American people. It is the conviction of the Association that all problems of integration in our schools are capable of solution at the state and local levels by citizens of intelligence, saneness, and reasonableness working together in the interests of na-

tional unity for the common good of all."

Nearly 600 California delegates attended this convention and participated in the discussion and the near-unanimous vote which followed.

Editorial comment referred to, "mildly worded . . . avoided direct commitment," intimated that the united profession must necessarily take a middle course on so controversial an issue.

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CTA Journal, December 1957

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47. **Origins of New England.** Folder on tour, summer 1958. A Study Course on Wheels covering American History, 1620-1820. University credit. Also a folder on European Tours 1958. Indicate which folder is desired. (Arnold Tours)

62. **Train Display Streamer.** A display item, 160 inches long, accordion folded, showing freight and passenger trains in color. One copy only per teacher. (Association of American Railroads)

59. **Literature** on the Christian Science Monitor, a newspaper that will give you ideas for interesting class discussions. (Christian Science Monitor)

60. **Nature Catalog.** Lists maps, charts, games, etc., particularly devoted to western nature study. Catalog No. 5 (Nature-graph Company).

10. **Brochure** on Summer Study in Europe in fields of Educ., History, Art, Music, Sociology, Languages, Journalism. Planned to satisfy "in-service" credit requirements. \$495 and up. (Study Abroad.)

66. **Brochure** gives the itineraries of four 11-country tours to Europe for summer of 1958. Has 20 pages and is well illustrated. (Caravan Tours.)



FRED KELLY

67. **Brochure** on a different kind of tour through Europe and a corner of Africa. Gives itinerary and costs for 20 countries in 70 days, summer 1958. (Europe Summer Tours.)

69. **Folder** gives the itineraries of seven 11-country tours sailing to Europe from Quebec for the summer of 1958. It has 20 pages and is well illustrated. (Caravan Tours.)

71. **Travel Information** on European tour sponsored by Loyola Univ. and CTA-SS. 45 actual land days, low cost, limited number. (Comparative Education Tours.)

72. **Travel Folder** on European tour, 16 countries, 70 days, leaving June 22. (Chester L. Dean.)

73. **Illustrated Literature** on summer sessions in Mexico, starting July 13. (Monterrey Tec.)

74. **Folders** on adventure tours. Europe, South America, Africa or Around the world. (Wynn Tours.)

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Kelly Joins CTA Staff

Fred Kelly, teacher and administrator for 34 years, accepted an appointment as secondary placement counselor in the San Francisco office of California Teachers Association effective November 1.

Mr. Kelly will continue as instructor at San Francisco City College until the end of the term in February, giving part time to the placement work. He has taught journalism, advertising, and consumer research at City College since 1946.

After graduation from Oregon State College in 1923, Mr. Kelly took graduate work at University of Washington, University of California, Stanford University, and San Francisco State College.

He has served as superintendent of schools in Oregon before coming to California in 1926 to become superintendent and principal at Gonzales union high school. He taught in San Francisco schools for 21 years and has maintained his CTA membership continuously for 32 years.

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Citizenship

can be taught young
people in the
classroom, says

Teacher Paul Bruce.

REMEMBER when good citizenship in the classroom meant merely "good conduct?" Fortunately, our outlook on citizenship training is changing with the times. We, as teachers, are providing opportunities for developing the many skills of good citizenship *in the classroom*. We have come to the realization that the qualities of good citizenship develop as they are put into use in everyday affairs by the young as well as by adults.

One problem facing us in this new approach to citizenship training, however, is that of evaluating the individual student. Many of us who have excellent programs for citizenship education have had to resort to grading merely "good conduct" for lack of any better criteria.

We developed a program to cope with this problem of citizenship training and evaluation and we found satisfactory results in a junior high school social studies class.

Our program was based on these principles:

Good citizenship is relative to the group to which the particular standards of good citizenship apply.

Citizenship implies a democratic interrelationship (in contrast to a subservient relationship).

The only qualified judges of "good citizenship" in this type of program are the citizens themselves.

We introduced the program with a series of discussions on the general theme of the "what" and "why" of good citizenship. From these discussions, the class democratically formulated a set of standards of good citizenship for themselves. For example, the class proclaimed that the "Ideal" citizen would possess in some

degree the following characteristics: (1) He would be a leader (though not necessarily a class officer) who would assume responsibility and contribute creatively to class discussions and activities; (2) he would be respectful of others by being courteous and having respect for others' property; (3) he would be respected by others because of his qualities of honesty and fairness; (4) he would be co-operative and work with others toward the attainment of the particular class goal for the day; (5) he would be a good worker and produce to the best of his ability; and (6) he would set a good example by living within the class rules, the rules being the minimum standards for behavior spelled out for those few students who needed the security of knowing the limits of acceptable behavior.

We made it a practice to refer to these standards repeatedly throughout the year, particularly as appropriate instances of good citizenship appeared. With proper encouragement, we found that discussion of instances and problems of good citizenship was initiated and carried on by the students themselves. Also whenever we were evaluating any class project we always tried to discuss the role citizenship played in adding to or distracting from the success or failure of the activity.

Our program seemed to be enhanced further by taking advantage of the many instances which happened outside the classroom in the school or around the neighborhood which provided good material for discussions in good citizenship. For example, as incidents arose we had discussions on the treatment of others' property, on how to keep high standards and remain popular, on what to do when you see someone doing something wrong.

Also the good citizenship theme was brought into the regular course content. As we were studying United States history and government, the introduction of the citizenship program led very naturally into a discussion of the needs for organization and into the subsequent study of government beginning with the classroom and school, through local and state governments to the study of our national government. Another example was in our current events studies when students looked for instances

of good citizenship appearing in the news.

When grading period came around, we were faced with the problem of giving citizenship marks. We first of all had a short but serious discussion of the standards for good citizenship which we had formulated at the beginning of the year. Each student was then asked to name on paper the three members of the class whom he sincerely believed to have best lived up to these standards and to write a statement indicating reasons for his choices. Marks were based on the cumulative results of the students' choices: above average grades to those children chosen to be the best citizens by the greatest number of their classmates; below average grades to those few students who consistently didn't live within the minimum requirements for classroom conduct.

In using this grading technique we assumed that students who were properly oriented actually knew who possessed the qualities of good citizenship better than the teacher. We felt that it also tended to remove the prejudices of one person's opinions. Under this program we made a distinction between those students who exhibited good citizenship in a creative sense and those "average citizens" who were well behaved but who showed little initiative.

As another facet to this program we designated the student who was selected by the greatest number of his classmates as having lived up to the standards as the "Outstanding Citizen" for the marking period, and he received a certificate to this effect. This aspect of the program was not mentioned previously because the certificate was not meant to be a reward for which the students worked or competed. Rather the designation "Outstanding Citizen" was considered to be a recognition and was meant to give added prestige to good citizenship.

Our young people need to have the opportunity of developing the skills of good citizenship which will have an effect in their everyday lives while they're growing up as well as after they have become adults. This is what we had in mind when we set out on this program of making good citizenship an important part of classroom routine.

Mr. Bruce developed this technique for training and evaluating citizenship at Culver City junior high school. He is now assistant professor of education at San Diego State College.

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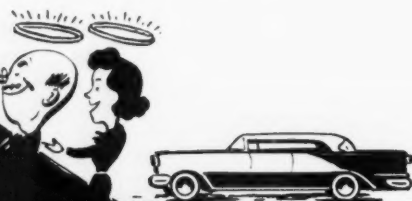
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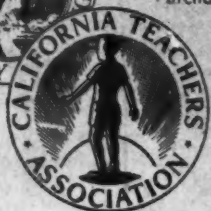
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